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ABSTRACT

This glossary is a compilation of terms commonly used in the area of reading. It is intended to serve as a guide for Florida educators at both the administrative level and the classroom level. Its purpose is to provide a clearer and more accurate means of communication and to encourage more consistent usage and understanding of the reading terms across the state. The definitions of these terms are not all inclusive but are more specifically confined to their use in Florida education. (Author/WR)

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GLOSSARY OF READING TERMS FOR FLORIDA EDUCATORS

DEPARTMENT OF EDUCATION, TALLAHASSEE, FLORIDA, RALPH D. TURLINGTON, COMMISSIONER

This reprint of a public document was promulgated at an annual cost of $623.96 or $.62 per copy to provide Florida Educators with a Glossary of Reading Terms leading to more consistent usage and understanding of such terms.

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THE GLOSSARY OF READING TERMS FOR FLORIDA EDUCATORS IS A COMPILATION OF TERMS COMMONLY USED IN THE AREA OF READING WHICH WILL SERVE AS A REFERENCE GUIDE FOR FLORIDA EDUCATORS (ADMINISTRATORS, CONSULTANTS, RESOURCE PERSONNEL, AND CLASSROOM TEACHERS). ITS PURPOSE IS TO PROVIDE FOR A CLEARER AND MORE ACCURATE MEANS OF COMMUNICATION AND LEAD TO MORE CONSISTENT USAGE AND UNDERSTANDING OF THESE TERMS ACROSS THE STATE. THE DEFINITIONS OF THESE TERMS ARE NOT ALL INCLUSIVE BUT ARE MORE SPECIFICALLY CONFINED TO THEIR USE IN FLORIDA EDUCATION.

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ABILITY GROUPING: see GROUPING, ABILITY.

ACADEMIC ACHIEVEMENT: the knowledge and skills one acquires from school, usually determined by standardized tests and/or marks given by teachers.

ACCENT: the emphasis (*in terms of loudness*) given to a syllable in a word. *For example, the word pupil has two syllables; pu pil. When this word is spoken, the syllable pu is the accented or stressed syllable while pil is the unaccented syllable.* A word with three or more syllables has an emphasis or degree of loudness with which each syllable is spoken. The syllable spoken the loudest receives PRIMARY ACCENT or STRESS, the syllable spoken the next loudest receives SECONDARY ACCENT or STRESS, and the syllable(s) spoken less loudly than the first two receive(s) a weak stress and is often referred to as UNACCENTED OR UNSTRESSED SYLLABLE(S). *For example, in the word supervisor (su'per vi' sor) su is said the loudest and has a primary accent, vi is said the next loudest and has a secondary accent, and per and sor are said less loudly than the others and are called unaccented or unstressed syllables.*

ACCENT, PRIMARY: see ACCENT.

ACCENT, SECONDARY: see ACCENT.

ACCENTED SYLLABLE: that part of the word which is said the loudest. See ACCENT.

ACCREDITATION, FLORIDA DEPARTMENT OF EDUCATION: a procedure whereby schools are evaluated regarding compliance with Elementary and Secondary Standards, 1971. An accreditation classification indicates how successful a school has been in achieving its goals and objectives based on a self-evaluation of these standards by the staff of the school.

ACHIEVEMENT: see ACADEMIC ACHIEVEMENT; READING ACHIEVEMENT.

ACOUSTICS: the science which deals with the production, transmission, and reception of sound and other aspects of hearing; the sum of the characteristics of sound in a room or other enclosure. *For example, a speaker is more easily heard in a room that has good acoustics.*

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ACRONYM: a word or word symbol which stands for a name of a person, place, organization, or thing, formed by putting together the initial letters or syllables of successive words of the name for which it stands. It can be pronounced as a word (*SCUBA--self-contained underwater breathing apparatus; AMOCO--American Oil Company*) or by reciting the alphabetic letters (*USA--United States of America*).

ACUITY, AUDITORY: keeness or sharpness of hearing.

ACUITY, VISUAL: keenness or sharpness of vision.

ADEQUACY: see CONTEXT PROCESSING SKILLS.

ADULT BASIC EDUCATION: a federally and state supported program designed for adults, sixteen years or older, who have legally left school and have less than an eighth grade education. The program provides instruction in communicative, computational, and social skills for adults whose inability to use these skills substantially impairs their getting or retaining employment and meeting their adult responsibilities.

ADVANCED ORGANIZER: a brief description, usually with purpose-setting questions, presented prior to the actual reading of an assignment for the purpose of enhancing appreciation and understanding.

AFFECTIVE DOMAIN: see DOMAIN, AFFECTIVE.

AFFIX: a meaningful unit which may be a prefix or a suffix added to a word, causing a change in the meaning of the word to which it is added. *For example, in the words agreement, agreements, disagree, disagreed, the units ment, s, dis, and d, are called affixes.*

AFFRICATE: a stop characterized by the presence of a slight friction noise when it is released. It consists of the production of a true stop (*such as the /t/ in table*) and a transition to a fricative position (*such as the sound represented by sh in shelf*). *An example of a voiceless affricate is the sound represented by the ch in church and an example of a voiced affricate is the sound represented by the j in judge.*

AGE, ACHIEVEMENT: see AGE, EDUCATIONAL.

AGE, CHRONOLOGICAL: the number of years that have passed since one's date of birth; often referred to as CA.

AGE, EDUCATIONAL: an individual's achievement test score expressed as a chronological age for which that score

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is average. *For example, if an educational age corresponding to a score of 36 on a reading test is 10 years 7 months (10-7), this means that pupils ten years and seven months of age achieve, on the average, a score of 36 on the test.* Syn. ACHIEVEMENT AGE; SUBJECT AGE.

AGE, ENTRANCE: the minimum chronological age at which a child may first enroll in school.

AGE, MENTAL: a score which measures an individual's present level of mental development *(as contrasted with IQ which indicates an individual's brightness or rate of mental development)*. One concept of mental age is based on Binet's ladder of tests of increasing difficulty. If a student gets as far up this ladder as the average twelve-year-old does, he has the same general ability score and we say that his mental age (MA) is 12, regardless of his chronological age. If a six-year-old attains an MA of 9, we know he is exceptionally able, but if a twelve-year-old has an MA of 9, he is retarded in mental development.

AGE EQUIVALENT: a derived score *(converted from a raw score)*, most commonly used in standardized testing, expressing ability or average achievement in terms of years and months. *For example, a child who is seven years ten months old but who has an age equivalent of 8-10 in reading would be reading the same as the average child who is eight years ten months and would be reading a year above average for his age.*

AGNOSIA: loss of the ability to recognize familiar objects as a result of brain injury. Depending upon the sensory organ involved, agnosia may be auditory, visual, olfactory, gustatory, or tactile.

AGRAPHIA: inability to express oneself in writing resulting from a lesion *(injury)* in the central nervous system.

AIDE, TEACHER: an assistant to members of the school staff; this assistant, who is sometimes paid, performs a variety of services such as clerical duties; housekeeping *(after art, etc.)*; supervision of halls, lunchroom and playground; assisting with audio-visual equipment; tutoring small groups or individual students under the direction of the instructional staff, etc.

AIDED RECALL: a manner of remembering what has once been known with the help of cues that have a connection with or relationship to that which one wishes to remember. *For example, when a teacher asks a child to tell about a*

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story he has read and he forgets to mention some important events, the teacher might help him by asking, "What happened when the...?", etc.

ALEXIA: a type of aphasia characterized by loss of the ability to read, partially or totally, resulting from brain injury; sometimes called word blindness.

ALLITERATION: a literary device involving the repetition of an initial sound in a number of words in a phrase, line of poetry, or sentence as in *first and foremost in the list* or *Sally sells seashells at the seashore*.

ALLOGRAPH: a member of a class of graphic symbols having the same phonemic reference and belonging to a grapheme. *For example, capital letter P in print, small letter p in print, capital letter P in script, and small letter p in script are allographs of the grapheme <p> . They all refer to the English phoneme /p/.*

ALLOMORPH: one of the different forms of a morpheme; a variant of a morpheme. See MORPHEME. *For example, the English plural morpheme or the English morpheme meaning more than one has three allomorphs: the allomorph /-s/ which appears after morphemes ending in voiceless consonants except the sibilants and affricates (cups, likes, pats); the allomorph /-z/ which appears after morphemes ending in vowels or voiced consonants (balls, days, bags); and the allomorph /-əz/ which appears after morphemes ending in sibilants or affricates (churches, bushes, misses). Thus, /-s/, /-z/, and /-əz/ are allomorphs of one morpheme, in our example, the English plural morpheme. As allophones are to phonemes, so are allomorphs to morphemes.*

ALLOPHONE: a member of a class of significant sounds called phonemes; one of a class of sound-types or phone-types which belong to a phoneme. *Example: Each of the following phone-types is an allophone of the English phoneme /p/: the aspirated [pʻ] in the word pill, the unaspirated [p] in the word speak, and the unreleased [p˙] in the word top.*

ALPHABETIC METHOD: see METHOD, ALPHABETIC.

ALPHABETIC PRINCIPLE: a principle of orthography in which the graphemes are in a one-to-one correspondence with the phonemes of a language. The Hawaiian language comes close to a perfect correspondence with its thirteen phonemes represented by twelve graphemes. American English only approximates this principle with its forty

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or more phonemes represented by various graphemic options. Contrast with SYLLABIC WRITING SYSTEM AND LOGOGRAPHIC WRITING SYSTEM.

ALPHABETICAL ORDER: see STUDY SKILLS.

ALVEOLAR: a consonant sound which is produced with the tip of the tongue and the upper gums as the articulators. The English alveolars are /t/, /d/, /s/, /z/, /l/, /n/, and /r/.

ALVEOPALATAL: a consonant sound which is produced with the front of the tongue and the far front of the palate as the articulators. The English alveopalatals are the beginning sound of church, the beginning sound of judge, the beginning sound of shelf, the sound represented by s in leisure, and the semivowel /y/.

AMBIDEXTERITY: the ability to use both hands equally well.

AMBILATERAL: referring to or affecting both sides of the body; Syn. BILATERAL.

ANAGRAM: a word or phrase formed by transposing the letters of another word or phrase. *For example, the word cinosanap for panasonic, or rebate for beater.*

ANALYSIS: see ITEM ANALYSIS; MISCUE ANALYSIS; PARAGRAPH ANALYSIS; PHONIC ANALYSIS; SENTENCE ANALYSIS; STRUCTURAL ANALYSIS; WORD ANALYSIS.

ANALYTICAL METHODS: see METHODS, ANALYTICAL.

ANECDOTAL RECORD: a series of notations on observed events of exactly what a child said or did that the observer feels have possible significance in appraising behavior patterns and establishing an individual information profile.

ANTECEDENT: a word, phrase, or clause referred to by a pronoun as the word John in Bob saw John and spoke to him.

ANTITHESIS: a figure of speech in which opposing or contrasting ideas are expressed by means of a grammatically balanced arrangement of words, phrases, or sentences as in Man proposes, God disposes and There are no tyrants where there are no slaves.

APHASIA: although literally this term refers only to spoken language, aphasia is generally referred to as a

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loss or impairment in the use of spoken or written language resulting from brain injury.

APPEAL TO CONFORMITY FALLACY: see FALLACIOUS REASONING.

APPENDIX: supplementary material added at the end of a book. It gives useful information but is not essential to the completeness of a book. *Examples are a bibliography, statistical tables, and explanatory material.*

APPLIED LINGUISTICS: see LINGUISTICS, APPLIED.

APPROACH, BASAL READER: a systematic approach to teaching children to read generally through the use of a carefully graded series of preprimers, primers, and readers with their accompanying manuals, charts, workbooks, and other devices.

APPROACH, CLINICAL: a method of analyzing and studying in-depth each student's reading difficulties individually in order to detect specific needs.

APPROACH, INDIVIDUALIZED READING: a method of teaching reading based on the principles of seeking, self-selection, and self-pacing, and that all children differ in their levels of development. Some of the important elements in individualized instruction are (1) a sizable number of books (*basal readers, supplementary readers, trade books, and books and materials brought by children or borrowed from the library*) in the classroom, (2) conferences between the teacher and each pupil, as often as the class size and individual needs allow, for the purpose of checking each pupil's progress and helping with individual difficulties, (3) group instruction in specific skills when needed, and (4) a record of each pupil's progress.

APPROACH, LANGUAGE EXPERIENCE: an approach to beginning instruction in reading in which the materials used are in the form of experience charts or stories produced cooperatively by the teacher and the children based on the latter's experiences, ideas, and interests. The sequence of development of a language experience activity generally proceeds from listening and speaking about an activity or experience to dictating an account or story about the experience which the teacher may write for them, followed by the reading of the story and various follow-up skill development activities.

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APPROACH, MULTI-BASAL: a curriculum approach to reading in which two or more sets of basal reading series are adopted for use in the classroom. In this approach, different reading groups can use different basal reading series.

APPROACH, MULTI-LEVEL KIT: a method of teaching reading utilizing a kit which contains a number of related, but independent, lessons at varying readability levels. The kit usually has record books and answer keys for student self-scoring.

APPROACH, MULTI-SENSORY: any of the specific approaches which aim to develop reading skills through combining various sensory experiences such as visual, auditory, kinesthetic, and tactile. *Examples are the Fernald Method which emphasizes the tactile sensations in combination with visual and auditory sensations and the Michigan Reading Program which emphasizes auditory or visual sensations with phonics.*

APPROACH, PROGRAMMED: an instructional approach using programmed materials in the form of a workbook, textbook, or materials set in mechanical and/or electronic devices. In programmed material the lessons are presented in a series of carefully planned steps in the form of statements and/or questions often requiring a response on the part of the learner. The steps are so arranged that correct responses are almost always certain, and immediate feedback is provided the learner concerning his response. Syn. AUTO-INSTRUCTIONAL METHODS.

APPROACH, TACTILE: a method using the sense of touch; teaching letter or word recognition by touch as having students learn the alphabet by feeling sandpaper or writing with their fingers in sand.

APPROACH, UNIT: a method of teaching which attempts to unify and integrate learning experiences in related subject fields by planning these experiences around a central theme. In this approach, reading instruction focuses on helping the children read the material related to the theme. Also called unified studies approach.

APTITUDE: an indication of the probability of success of an individual in a certain situation based on his potential ability or fitness for a certain activity, *for example, a student could have aptitude for a job, a school situation, an activity like gardening, playing musical instruments, cooking, etc.*

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APTITUDE TEST: see TEST, APTITUDE.

ARTICULATION: in phonetics, this term refers to the production of speech sounds. The process involves various modifications of (1) the movements of the articulators such as the lip, tongue, velum, and the uvula, (2) voicing or unvoicing, and (3) the passage of air through the vocal tract.

ARTICULATOR: a movable speech organ which can modify the size and shape of air passages in the vocal tract by its close or complete contact with a fixed point of articulation. The articulators are the lower lip, the tongue, the velum, and the uvula. The fixed points of articulation are the upper lip, the upper teeth, the alveolar ridge (*gum behind the upper teeth*), the palate and the velum. Some linguists refer to all of the above speech organs as articulators but in turn subdivide them into lower articulators (*which correspond to articulators in the definition above*) and upper articulators (*which correspond to the fixed points of articulation*).

ASCENDING LETTER: a lower-case letter having a part which rises above the base configuration of the word. In gladly, letters d and l are ascenders.

ASPIRATE: a speech sound characterized by a rather strong release of breath through a relatively open passage as in the beginning sound in the word hat; used to describe any one of the voiceless stops in English, /p/, /t/, /k/.

ATTENTION SPAN: see SPAN, ATTENTION.

ATTITUDE TEST: see TEST, ATTITUDE.

AUDING: the process of hearing, listening to, and comprehending the spoken word.

AUDIOGRAM: a graphic representation of the results of a hearing test using an audiometer.

AUDIOMETER: an instrument used in measuring and testing hearing acuity. Depending upon the kind of audiometer used, the sound stimulus may be pure tones or speech signals.

AUDITORY ACUITY: see ACUITY, AUDITORY.

AUDITORY CLOSURE: see CLOSURE.

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AUDITORY DISCRIMINATION: see DISCRIMINATION, AUDITORY.

AUDITORY IMAGE: see IMAGERY.

AUGMENTED ROMAN ALPHABET: see INITIAL TEACHING ALPHABET.

AURAL LEARNING: the mode of learning whereby information is gained through the ear or by listening.

AUTHOR'S PURPOSE AND POINT OF VIEW: see CONTEXT PROCESSING SKILLS.

AUTISTIC CHILD: a child who lives in a fantasy world, completely withdrawn from social reality. In severe cases such a child may make no response to parents or other children, reacting only when the security of a familiar environment is withdrawn.

AUXILIARY: a function word which signals that a verb is to follow and typically expresses the person, number, mood or tense of that verb. It fits into any slot that a verb would fit. Syn. VERB MARKER. *Examples: may, would, can, might have, has had.* See FUNCTION WORD.

BASAL READER: one of a carefully graded series of readers designed for use in the basal reader approach to teaching the basic skills in reading. See BASAL READER APPROACH.

BASAL READER APPROACH: see APPROACH, BASAL READER.

BEHAVIORAL MODIFICATION: a technique for shaping the social and academic behavior of children by organizing stimuli and events in their environment so that the students receive approval/disapproval reinforcements contingent upon appropriate/inappropriate behavior in specific time intervals. The motivating force [*obtaining rewards, receiving adult approval or peer approval, avoiding punishment, or even "getting the teacher to react"*] for each child must be determined before the program can be initiated. Syn. REINFORCEMENT TEACHING.

BASIC EDUCATION: see ADULT BASIC EDUCATION.

BATTERY OF TESTS: a group of several tests administered in succession to the same subject(s), usually designed to accomplish a closely related set of measurement

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objectives or to predict a single criterion. *Example: A student who has a reading deficiency may be given a series of tests to determine his strengths and weaknesses, such as: a general IQ test, a psycholinguistic test, an auditory discrimination test, a standardized reading survey test, criterion-referenced tests of specific skills, etc.*

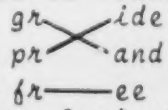
BIBLIOTHERAPHY: a process by which a person is aided in understanding and solving his personal-social adjustment problems through reading and interacting with properly selected books and literature related to the problem. *For example, a child who has a sibling rivalry problem may be given the book Joey and Patches by Margaret Sweet Johnson.*

BILABIAL: a consonant sound which is produced with the lower lip and the upper lip as articulators. The English bilabials are: /p/, /b/, /m/, and /w/.

BILINGUALISM: the ability to speak more than one language with the fluency of a native speaker.

BLEND: a sequence of two or more consonant sounds which may occur in initial, medial, and final positions in words, *for example, the beginning consonant sounds in the words black and spring, the medial consonant sounds in the words program and ashtray, and the final consonant sounds in the words melt and bumps.* See CONSONANT CLUSTER.

BLENDING: (1) a decoding skill which requires the reader to blend the parts of words together to form known words, *for example:*



(2) in phonic analysis there are three major types of sound blending methods: (a) Letter-by-letter (*b-a-t*) teaches left-to-right sequencing but adds extraneous sounds as buh-a-tuh. (b) The initial consonant is sounded and the rest of the word added as a word family (*b-at*). The buh is still heard and children tend to look at the last part of the word first to determine the correct word family. (c) The initial consonant following vowel are sounded as a unit and final consonant and following vowel are sounded as a unit and final consonant added (*ba-t*). This procedure eliminates extraneous sounds but it is difficult to know which sound the vowel letter represents without the rest of the word (*bi for bite or bit*). (3) blending can also mean the combining of two words to make a third word,

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(motor + hotel = motel). Also called portmanteau words. See SYNTHETIC METHOD.

BOUND MORPHEME: see MORPHEME, BOUND.

BRAILLE: a system of writing or printing for the blind in which the letters of the alphabet are represented by various arrangements of raised dots *(which can be felt by the fingers)* in a 6-dot cell, two dots wide by three dots high. This system is named after Louis Braille, a French teacher of the blind.

BREVE: the name of the symbol which is a short half circle (˘) placed over a vowel to indicate that the vowel has the short sound.

CAPACITY LEVEL: the level at which the pupil can understand *(with a comprehension score of 75 per cent)* material read to him; some authors refer to this as expectancy level. Syn. PROBABLE CAPACITY LEVEL; LISTENING COMPREHENSION LEVEL.

CASE STUDY: a diagnostic analysis of an individual, involving informal and formal methods, in order to gather all available evidence *(social, psychological, physiological, biographical, academic, environmental, vocational, etc.)* in an effort to determine the nature of the difficulty, the causes, and the remedial program to be applied.

CASE-STUDY DIAGNOSIS: see DIAGNOSIS, CASE-STUDY.

CAUSE AND EFFECT: see CONTEXT PROCESSING SKILLS.

CEREBRAL DOMINANCE: see DOMINANCE, CEREBRAL.

CERTIFICATION: a procedure by which an agency issues licenses which certify that an individual has fulfilled the admission requirements and may practice in a field; specifically, state departments issue certificates that permit individuals to teach in the public schools of their states.

CHARACTER TRAITS AND ACTIONS: see CONTEXT PROCESSING SKILLS.

CHECK LIST: a list of specific skills in reading that are grouped in such a way as to allow the teacher to note achievement of skills for each student.

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CHORAL READING: a balanced, blended oral reading of a selection by a group of individuals in unison in which the pitch of high and low voices is used and sometimes solo voices are heard.

CHRONOLOGICAL AGE: see AGE, CHRONOLOGICAL.

CIRCULAR REASONING FALLACY: see FALLACIOUS REASONING.

CLASSIFYING: see REORGANIZATIONAL SKILLS.

CLINIC: see READING CLINIC.

CLINICAL APPROACH: see APPROACH, CLINICAL.

CLINICIAN: see READING CLINICIAN.

CLIPPED WORD: a shortened word, often used in both speaking and writing as a substitute for the whole word. *For example, math for mathematics, lab for laboratory, phone for telephone, flu for influenza.*

CLOSED SYLLABLE: a syllable which ends in a consonant phoneme. *The first and last syllables of contrast and the last syllable of pilot are closed syllables.*

CLOSURE: the process in which the brain supplies or fills in missing bits when the data are incomplete.

(1) Visual Closure: the ability to identify a common object from an incomplete visual presentation. *Examples:* (mug) (⌴)

(2) Auditory Closure: the ability to grasp a word when only part of the word is presented, *for example, understanding a telephone conversation with background noise blocking out part of the speech sounds or understanding a foreign accent or poorly articulated speech.*

(3) Grammatic Closure: the ability to use redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflections, *for example, "Here is one dog. Here are two _____."*

CLOZE PROCEDURE: a psychological tool for measuring the readability of printed materials or for evaluating and improving reading comprehension (*introduced by Wilson Taylor in 1953*). The cloze procedure systematically deletes words (*for example, every tenth word*) in a prose selection and evaluates the success a reader has in supplying the deleted words.

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CLUES: see CONTEXT CLUES; PICTURE CLUES; CONFIGURATION CLUES.

COGNITION: the process of knowing based upon perceiving, recognizing, conceptualizing, judging, reasoning, and generalizing. In reading, the process by which the reader recognizes such things as: key words and sentences, summary statements, patterns of writing, figures of speech, analogies, phonemes, etc.

COGNITIVE DOMAIN: see DOMAIN, COGNITIVE.

COGNITIVE STYLE: an individual's approach to the recognition of material or problem solving. Some people look at things analytically (*seeing parts*) while others view things as a whole (*with little awareness of components*).

COLLOQUIALISM: an expression used only in familiar or informal conversation and not in formal speech or writing, *for example, guy in He's a wonderful guy refers to a man, colloquially, but in Standard English refers to a wire, a stuffed effigy or a weirdly-dressed person.*

COMPARATIVE DEGREE: a degree of comparison indicating increase in quality, quantity or relation expressed by the inflectional ending (*-er*) on adverbs and adjectives or following the function word more. See INFLECTIONAL SUFFIXES.

COMPARISONS: see CONTEXT PROCESSING SKILLS.

COMPOUND SENTENCE: see EMBEDDING.

COMPOUND WORD: a word consisting of two or more independent words that combine their meanings to make a new word. A compound word may be written as one word (*moonlight*), as two or more words (*school house*), or hyphenated (*son-in-law*).

COMPREHENSION: the act of getting meaning from a printed or spoken language; a cover term for all the skills and abilities involved in getting meaning from a printed or spoken language. It includes the abilities and skills classified under literal comprehension, interpretation, and critical reading. See COMPREHENSION, LITERAL; COMPREHENSION, INTERPRETATIVE; INTERPRETIVE SKILLS; CRITICAL READING; CONTEXT PROCESSING SKILLS.

COMPREHENSION, INTERPRETIVE: the understanding of the implied meaning, or meaning not directly stated by

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the author (*reading between the lines*). *For example, locating the main idea or major details when they are not directly stated by the author would be an instance of interpretive comprehension.*

COMPREHENSION, LITERAL: the understanding of the direct or literal meaning of a word, phrase, sentence, or longer selection. *For example, noting the important details in the story is a literal comprehension skill.*

COMPREHENSION TEST: see TEST, COMPREHENSION.

COMPUTER ASSISTED INSTRUCTION: an automated teaching technique which controls the presentation of information to students, accepts and evaluates their responses, and reacts to the responses with some form of immediate feedback. The student uses a terminal directed by a computer which may be in the same room or some distance away.

CONCEPTUAL STRUCTURE: see DEEP STRUCTURE.

CONCLUSIONS AND GENERALIZATIONS: see CONTEXT PROCESSING SKILLS.

CONFIDENCE INTERVAL: an interval within which we may say, with some known degree of confidence, that the population mean falls when we only have a sample score. The upper and lower limits are equal distances from the obtained sample score and are found by adding or subtracting the standard error from this score. A confidence interval based on two standard errors has a confidence level of about .95 which means that 95 times out of a 100 the population mean would be within the confidence interval. *Example: If the obtained sample score is 75 and the standard error is five, the 95 per cent confidence interval would be 70-80. We could say with 95% confidence that the true population mean is between 70 and 80, with 75 representing the best estimate of performance.*

CONFIGURATION: the general shape or contour of a word as formed by its letter.

CONFIGURATION CLUES: the general shape or contour of a word which the reader uses as an aid in identifying the word. *For example, a child learns the word grandmother early because of its length and shape; however, when confronted with grandmother and grandfather at the same time, the configuration is not a sufficient clue.*

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CONFUSING THE PART WITH THE WHOLE FALLACY: see FALLACIOUS REASONING.

CONGENITAL WORD BLINDNESS: see DYSLEXIA.

CONNOTATION: the suggested, associated, or implied meaning of a word along with or apart from its bare, literal, or explicit meaning; implication. *For example, the words silver and gold have connotations in one is silver and the other gold when used to describe two friends.* Contrast with DENOTATION.

CONNOTATIVE SKILLS: see SKILLS, CONNOTATIVE.

CONSONANT: a speech sound produced when the outgoing breath is constricted, or halted and then released, somewhere between the throat and the lips; a letter representing such a speech sound; one of the following letters of the Roman alphabet used in English. (*b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z*). See VOWEL.

CONSONANT CLUSTER: the sequence of two or more consonant phonemes combined in such a way that each retains its individual identity. Syn. CONSONANT BLEND. *Example: str in strange, bl in blue.*

CONSULTANT: see READING CONSULTANT.

CONTENT AREA READING: see READING, CONTENT AREA.

CONTEXT CLUES: one of the word processing skills; a skill which requires the reader to determine the meaning of a word from the other words in a passage. There are several types of context clues which need not be taught by name to the student but which are helpful for diagnostic purposes. *Some examples are:*

(1) *Comparison or Contrast: Yesterday it was cloudy, but today it is sunny.*

(2) *Definition: Mary was industrious, a hard worker on any job.*

The context can be helpful in word analysis. *Some examples are:*

(1) *You cannot live (/liv/ rather than /līv/) very long without water on the desert (dez' ərt/ rather than /di zərt'/).*

(2) *John went to the store to buy some gum. The child*

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can figure out buy because of the type word which should fit with the rest of the words and his knowledge of phonic analysis.

Another helpful technique is the use of closure to test the child's ability to use the context in identifying words, as *I hit her in the nose and it began to* ____.

CONTEXT PROCESSING SKILLS: those skills which give meaning to a unit longer than a single word; comprehension skills which involve denotative *(literal)*, connotative *(interpretive)*, reorganizational and critical reading *(evaluative)* skills.

1. ADEQUACY: one of the context processing skills; a critical reading skill which requires the reader to determine if sufficient information is provided in order to perform a task or if the information is sufficient to support the given conclusion. The reader must employ other skills including relating details, determining relevance, reorganization, etc.

   Example: A teacher might give a student a set of directions to complete a task and ask if the directions are adequate to carry out that task.

2. AUTHOR'S PURPOSE AND POINT OF VIEW: one of the context processing skills which requires the reader to ascertain why an author wrote the message, what he really wanted to communicate to the reader, or how he felt about a certain subject. The reader brings his previous experiences to the material and reflects them in his interpretation.

   Example: A teacher might ask the student to find an article or passage that is written to entertain, one that is written to inform, and one that is written to persuade.

   Titles often give clues to why the author wrote the passage, Tables of Contents often give clues to what the author wants to get across, and the amount of space devoted to the subject may tell something about the importance of the topic to the author.

3. CAUSE-EFFECT: one of the context processing skills which requires the reader to understand the relationship between two events or situations *(the "hows" and "whys")*. Before instruction in this skill, a student should understand main idea and details.

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Example: A teacher might present a set of pictures which illustrate a cause-effect relationship and ask students to tell which one caused the other.

4. CHARACTER TRAITS AND ACTIONS: one of the context processing skills; the identifying of main personalities, and their physical and character descriptions, as well as the relating of a personality to his ideas and performance.

   Example: A teacher might lead a discussion about such TV personalities as Archie Bunker (his description and ideas).

5. COMPARISONS: one of the context processing skills; the skill of determining likenesses and differences of words, objects, or ideas; an important skill to be developed prior to the use of critical reading skills.

   Example: A teacher might have a child tell how a robin and a chicken are alike and how they are different.

6. CONCLUSIONS AND GENERALIZATIONS: one of the context processing skills which requires the reader to evaluate given facts and make a judgment as to a possible conclusion resulting from the facts.

   Example: A teacher might have a student draw a conclusion from the facts presented as to the answer to a riddle or moral.

7. CONTRAST: one of the context processing skills which requires a reader to determine differences of words, objects, or ideas. Contrast differs from comparison in that it looks only at differences.

   Example: A teacher might have a child list the two contrasting colors on the ball.

8. DETAILS: one of the context processing skills; the skill of identifying who, what, when, where, why, and how in a passage. This skill requires attentive reading and the relating of the details to each other and to the main idea.

   Example: A teacher might ask students to read a passage containing a description of an old house and to tell the details which provide the description.

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9. FACT AND OPINION: one of the context processing skills; a critical reading skill which requires the reader to keep in mind previous experiences while reasoning beyond the given information to determine if it is based on facts or opinions, and then to go even further to determine if the statements, whether fact or opinion, are true.

   Example: It is a fact to say that Mrs. Jones has 30 children enrolled in her class because the information can be determined; however, it is a false fact if you say that she has 30 when she really has only 29. It is an opinion to say that you think Mrs. Jones is a nice person.

10. FIGURATIVE LANGUAGE: one of the context processing skills which utilizes words or phrases in a non-literal or unusual way to add force or style. Figurative language uses analogy as a method of creating a pictorial effect *(simile, metaphor, hyperbole, personification, irony, idiom, etc.)*

    Example: A teacher might list several figurative expressions and parallel literal expressions, having the students match the parallel items ("John was at the foot of the class" with "John had the lowest grades in his class.")

11. MAIN IDEA: one of the context processing skills which requires the reader to locate the central thought of a selection, determined through examination and evaluation of the related details. It may be expressed in one sentence *(topic sentence)* which might be located in the first, middle, or last part of a selection, or be implied throughout the whole selection.

    Example: A teacher might read a story to the students and ask them to suggest a title.

12. MOOD AND EMOTIONAL REACTIONS: one of the context processing skills which requires a reader's response to the imagery or feeling conveyed by the author. This skill of understanding the feeling or mood of a selection must receive classroom instruction and can only be fully developed and enjoyed through wide reading.

    Example: A teacher might have a student identify stories which depict certain moods or list occasions on which he experienced certain moods.

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13. PERCEIVING RELATIONSHIPS: one of the context processing skills which requires the reader to identify the similarities among the ideas within a selection and relate or classify the ideas by those similarities. This skill development begins in pre-reading when a child classifies pictures by similarities and differences of objects and proceeds to word relationships and then to relationships within passages. The skills of cause and effect, comparison, and sequence are closely related.

    Example: A glove is to a hand as a shoe is to a _____. (foot)

14. PREDICTING OUTCOMES: one of the context processing skills which requires the reader to relate elements within a passage to one another in order to determine the most likely result. A prerequisite skill is the ability to see relationships between elements and to anticipate possible outcomes. This skill development should begin in pre-reading and continue through the most advanced levels.

    Example: A teacher might ask the student to predict the outcome of drug use, careless driving, etc.

15. PRONOUNS AND ANTECEDENTS: one of the context processing skills which requires the reader to identify a word that stands for someone or something in a passage and to relate that pronoun back to the referent *(antecedent)*.

    Example: A teacher might ask the student to circle the pronoun and draw an arrow to its antecedent.

16. PUNCTUATION AND CAPITALIZATION: one of the context processing skills in which the reader is able to use one or more of the punctuation marks or capital letters to aid in the interpretation of a sentence.

    Example: A teacher might ask the student to punctuate the following sentence so that Joe is asking Mary to take out the papers.

    Mary said Joe take out the papers
    ("Mary," said Joe,"take out the papers.")

17. REAL AND UNREAL: one of the context processing skills; a critical reading skill which requires the reader to judge whether information is based on fact *(real)* or fantasy *(unreal)*.

    Example: A teacher might give the student a list of ideas and get him to tell if they are real or unreal (The cow jumped over the moon, The boy caught the ball, etc.).

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18. RELEVANT AND IRRELEVANT: one of the context processing skills; a critical reading skill which requires the reader to comprehend material and sort out the information that is pertinent *(or not pertinent)* to the central thought.

Example: A teacher might ask a student to find one sentence in a paragraph that obviously does not belong there.

19. RELIABILITY OF AUTHOR: one of the context processing skills; a critical reading skill which requires the reader to judge the background experiences and characteristics of a writer which determine his qualifications to report information on a certain subject.

Example: A teacher might give the student a list of people (a doctor, a baseball player, a musician, etc.) and a list of subjects (home-run statistics, harpsichord, appendectomy, etc.) and have him explain which person would be most qualified to discuss which subject.

20. SEQUENCE: one of the context processing skills which requires the reader to arrange events into a logical order. This skill requires an understanding of main idea, details, and cause and effect relationships.

Example: A teacher might give the student a set of directions, listed in random order, and have him list them in correct order so that a task can be accomplished.

21. SIGNAL WORDS: one of the context processing skills which requires the reader to recognize a word used by a writer or speaker to denote such things as: change in direction of thought *(but)*, a sequence about to be discussed *(first)*, a contrast to be made *(however)*, two thoughts to be connected *(and)*.

CONTRACTION: a shortening of a word or words by omitting one or more sounds or letters within a word or between words. This applies to both written and spoken English. In written forms an apostrophe usually replaces the letter or letters omitted. *Examples:* *e'er for ever; it's for it is.*

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CONTRAST: see CONTEXT PROCESSING SKILLS.

CONTROL GROUP: the group in an experimental study to which a treatment(s) is not applied versus an experimental group to which a treatment(s) is applied for determining the effect of such treatment(s) on members of a sample so that the effect of such a variable may be investigated or so that the effect of such a variable on another variable may be investigated. *For example, the use of reinforcement on some aspect of student behavior where reinforcement is the treatment, students comprise the sample, and student behavior represents the larger problem or variable selected for study.* See EXPERIMENTAL METHOD; VARIABLE.

CONVERGENT PRODUCTION: a process involving inductive thinking; in reading, the learner integrates the ideas presented into generalizations by intermixing his ideas with those of the author's to form a pattern. *Examples include: (1) forming a conclusion from ideas given by the author or forming one concept from several, (2) getting word meanings from the context by using the author's clues plus the reader's experience, (3) seeing beyond the literal meaning by using cognition and memory to detect and understand such things as: hidden themes, irony, satire, metaphors, and hyperbole.*

CORRECTIVE READING: see READING, CORRECTIVE.

CORRELATES: factors, within a child or his environment, relating to the functional behavior of that child. Correlates of a learning disability might include:
(1) physical correlates--auditory defects, undernourishment, etc.
(2) environmental correlates--undue family pressures, bilingualism, lack of school experience, etc.
(3) psychological correlates--slow understanding and interpretation of concepts, poor short-term memory, poor visual or auditory perception and discrimination, etc.

CORRELATION: the degree of relationship between two variables, usually expressed statistically by a coefficient of correlation. A coefficient of 1.00 denotes a perfect positive relationship, .00 denotes no relationship, and -1.00, a perfect negative relationship. If two variables are correlated, then when values of one increase, the values of the other increase. A correlation between two variables does not necessarily imply that one is the cause of the other. They may be related because of a third variable. *Example: A positive correlation between science achievement and math achievement may be due to a third variable, such as scholastic aptitude.*

CREATIVE READING: see READING, CREATIVE.

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CRITERION-REFERENCED TEST ITEM: a test item based on a performance objective and designed to determine if the learner has accomplished the objective. It has five parts which include:

(1) congruence--the item corresponds directly to a performance objective including, more specifically, the situation, action, and limits of the performance objective.
(2) comprehensibility--the item is stated so that the learner clearly understands what is expected of him.
(3) objectivity--the item is stated in such a way that teachers can clearly determine whether or not the learner has mastered the performance objective.
(4) integrity--the correct answer, in and of itself, provides proof that the learner has mastered the performance objective.
(5) equivalence--if one or more items are made to represent the same performance objective and are presented to the learner on the same occasion, each of the items would be a true alternative in that a learner who passes (or fails) one item would be expected to pass (or fail) the other.

CRITICAL READING: see READING, CRITICAL.

CUE REDUCTION: the process by which a smaller and smaller part of a stimulus is necessary to evoke a response that was originally made only to a total situation. *Examples: (1) E for empty on a gasoline gauge (2) At first a learner may look at a word phonetically, structurally, and in context to determine its meaning, but gradually, through practice, the configuration may be the only thing needed to recognize the word.*

CURSORY READING: see READING, CURSORY.

DECODING: the process of converting the written symbols into the speech forms that were originally recorded; a term now also used to refer to the process of translating written or spoken messages to meaning; decoding, as part of the reading process, includes: symbol to sound association of letters, word recognition, grapheme-phoneme relationships, and blending.

DEDUCTION: a logical process of drawing a specific conclusion by showing that it agrees with, conforms to, or is derived from a general principle or truth or from a premise; reasoning from the general to the particular.

DEDUCTIVE METHOD: see METHOD, DEDUCTIVE.

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DEEP STRUCTURE: in transformational grammar, the abstract form presumed to underlie the surface structure of a sentence; the conceptual situation which results from semantical and syntactical rules applied to the surface structure. Syn. CONCEPTUAL STRUCTURE. *Example: The policeman killed the woman with a gun, is an example of a sentence with one surface structure but two deep structures (The policeman took a gun and killed the woman, or he killed the woman who had a gun in her hand).* Contrast with SURFACE STRUCTURE.

DELACATO METHOD: see METHOD, DELACATO.

DENOTATION: the specific and precise meaning apart from any suggested, implied, or associated meanings. Contrast with CONNOTATION.

DENOTATIVE SKILLS: see SKILLS, DENOTATIVE.

DENTAL: a consonant sound which is produced with the tip of the tongue and the upper teeth as the articulators. The English dentals are the beginning sounds of thin and then.

DERIVATIONAL SUFFIXES: see SUFFIXES, DERIVATIONAL.

DERIVATIVE: a word consisting of a prefix and a root word as in disagree; or of a root word and a derivational suffix as in the word agreement; or of all three *(a prefix, a root word, and a derivational suffix)* as in the word disagreement.

DERIVED SCORE: a score that has been converted from a raw score into its equivalent on a standard reference scale. *Example: A raw score of 36 might be converted to a percentile rank of 75 or an educational age of 10 years 7 months.*

DESCENDING LETTER: a lower-case letter having a part which extends below the base configuration of a word. In gladly, the letters g and y are descenders.

DESCRIPTIVE LINGUISTICS: see LINGUISTICS, STRUCTURAL.

DETAILS: see CONTEXT PROCESSING SKILLS.

DEVELOPMENTAL READING: see READING, DEVELOPMENTAL.

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DEVELOPMENTAL READING PROGRAM: a total school program which is characterized by the continuous, sequential, and systematic development of basic reading skills, information-getting skills such as study skills and content area reading skills, and appreciation skills of every pupil beginning from his present reading level and extending through the elementary, secondary, and college levels even including adult life. Other important characteristics of a developmental reading program are: (1) it provides differentiated instruction for all kinds of pupils--the slow, the average, and the gifted, (2) it takes into consideration individual needs and differences, (3) it includes an on-going process of detecting and correcting pupils' reading problems, (4) provides for a continuous assessment and evaluation of the program, (5) it allows pupils to progress according to their specific needs, and (6) it receives the support of the entire school staff. See also READING, CORRECTIVE; READING, REMEDIAL.

DIACRITICAL MARK: a symbol, mark, or sign placed usually over a letter symbol to indicate the sound represented by the letter symbol. *For example, the macron (-) placed on top of the letter symbol a in /kāk/ (cake) indicates a "long a" sound.*

DIAGNOSIS, CASE-STUDY: the comprehensive analyzing of the pupils' performance by means of a thorough investigation of the pupils' physical, mental, emotional, and social backgrounds *(often by specialists)* in order to determine the causes of problems.

DIAGNOSIS, GENERAL: the analyzing of the pupils' performance usually with the use of group intelligence and achievement tests and cumulative record data in order to determine status and needs.

DIAGNOSTIC-PRESCRIPTIVE INSTRUCTION: a method of teaching reading in which each student's major reading strengths and weaknesses are diagnosed by informal and formal evaluations and treatment is prescribed individually with students working on their specific needs at their

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own rate in appropriate materials. The diagnosis, prescribing, and evaluating for mastery of the reading skills is a continuous process.

DIAGNOSTIC PRETEST: a formal or informal classroom device, the function of which is to identify specific skills which students need as well as for the basis of forming skills groups.

DIAGNOSTIC TEST: <u>see</u> TEST, DIAGNOSTIC.

DIAGRAMS: <u>see</u> STUDY SKILLS.

DIALECT: a regional variety of a language differing from other varieties in some features of vocabulary, grammar and pronunciations, and which, together with other varieties, forms a single language.
(1) <u>Standard Dialect</u>--a dialect which is accorded special prestige by a community (country) as a whole, which is not more correct or superior to any other dialect, but without whose use people may be denied access to economic opportunities or entrance into social groups.
(2) <u>Nonstandard Dialect</u>--a self-contained system of language with its own pronunciation and grammatical rules which differ from Standard English but which are no less consistent or logical than the rules of the socially prestigious dialect.

DIALOGUE: a conversation between two or more people; one of the ways of introducing and reinforcing or drilling sounds, structure, and vocabulary of a language employed especially in second language teaching.

DICTION: the clarity, accuracy, and pleasantness in oral expression, especially in public speaking; the choice of words appropriate for the idea expressed.

DICTIONARY SKILLS: <u>see</u> STUDY SKILLS.

DIFFICULTY INDEX: a measurement indicating the percent of students who answer a test item correctly. Items which are so difficult that most students answer them incorrectly or items which are so easy that most students answer them correctly do not distinguish between amounts and levels of student learning. <u>See</u> ITEM ANALYSIS.

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DIGRAPH: a pair of letters, each of which represents a speech sound when occurring by itself, used to represent a single speech sound, *for example, the ph in phone, the sh in shell, and the ea in bread.*

DIPHTHONG: a speech sound comprising a sequence of vowels or of a vowel and a semivowel produced by a continuous long articulation of one vowel ending with a short and swift transition to another vowel position. *Examples of diphthongs in English are the sounds represented by the oi in oil, y in cry, oy in boy, oo in boot, and ou in out.*

DIRECTED READING ACTIVITY: a carefully structured reading lesson carried on under the guidance of the teacher. It generally consists of the following steps: (1) motivation, (2) preparation, which takes care of establishing background and achieving readiness, (3) vocabulary development, (4) presentation of the story, and (5) follow-up and application.

DIRECTIONAL CONFUSION: uncertainty about the direction to follow in reading (*right-to-left or left-to-right*); in word attack, the tendency to start at the right side of the word, often resulting in reversals and substitutions.

DISABILITY: see READING DISABILITY.

DISABLED READER: see RETARDED READER.

DISADVANTAGED CHILD: a child suffering from environmentally-induced, but correctable deficiencies, such as: (1) a lack of language experiences necessary for readiness to read at all levels, (2) intelligence which is depressed because of inadequate training in the thinking skills, concept development, and perceptual development, (3) the internalization of a value system that is negatively oriented toward intellectualism, and (4) difficulty with phonology, morphology, and syntax which hinders communication.

DISCOVERY METHOD: see METHOD, INDUCTIVE.

DISCRIMINATION, AUDITORY: the ability to discern likenesses and differences between sounds.

DISCRIMINATION, VISUAL: the ability to discern likenesses and differences of stimuli presented visually.

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DISCRIMINATION POWER: the ability of a test or test item to differentiate between students who have learned the most about the subject and students who have learned the least about the subject. An item that has a high positive discrimination power will have more students who have a high total test score getting the item correct than students who have a low total test score; one of the methods by which a teacher evaluates a test item for its appropriateness. See ITEM ANALYSIS.

DISCUSSION: see GROUP DISCUSSION.

DIVERGENT PRODUCTION: the process the reader uses when he thinks beyond the author's message, produces new ideas, and uses imagery to visualize a character, scene, or action. Syn. CREATIVE READING.

DOMAIN, AFFECTIVE: the area which pertains to feelings and emotions; one of the three major classifications used by Bloom. This classification includes objectives pertaining to the development of one's interests, attitudes, values, appreciations, and adjustment.

DOMAIN, COGNITIVE: the area which pertains to the intellectual processes by which knowledge is gained; one of the three major classifications used by Bloom. This classification includes objectives dealing with the recall or recognition of knowledge and the development of intellectual skills and abilities.

DOMAIN, PSYCHOMOTOR: the area which pertains to muscular or motor skill, manipulation of materials and/or objects, or any act which requires a neuromuscular coordination; one of the three major classifications used by Bloom. This classification includes objectives dealing with the development of psychomotor skills.

DOMINANCE, CEREBRAL: the tendency for one hemisphere of the brain to be dominant over the other hemisphere in the control of body functions.

DOMINANCE, CROSSED: a condition where one's preferred eye and preferred hand are on opposite sides of the body.

DOMINANCE, LATERAL: the consistent preference for the use of one side of the body. *For example, one who constantly uses his right eye for activities which require the use of only one eye, such as aiming a gun, possesses a right-eye dominance.*

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DOMINANCE, MIXED HAND: a condition in which there is no consistent preference for the use of one hand over the other. Also called mixed handedness. See AMBIDEXTERITY.

DRAWING CONCLUSIONS: see CONCLUSIONS AND GENERALIZATIONS under CONTEXT PROCESSING SKILLS.

DYADIC READING: see READING, DYADIC.

DYSLEXIA: a difficulty in learning to read, spell, and/or write which is caused by some neurological disturbance. It may be intensified, but is not caused, by such factors as language and race, bilingualism, faulty teaching techniques, low intelligence, extreme emotional disturbances, and gross physical defects like visual impairment and hearing defects. This word is sometimes used interchangeably by many authors with the terms developmental dyslexia, specific reading disability, primary reading retardation, and congenital word blindness.

ECLECTIC METHOD: see METHOD, ECLECTIC.

EDUCABLE MENTALLY RETARDED: one who is impaired in intellectual and adaptive behavior, whose rate of learning is approximately one-half to three-fourths that of a student of normal intelligence, and whose developmental status reflects his rate of learning. The measured intelligence of an educable mentally retarded student generally falls between the range of two to three standard deviations below the mean *(in most tests the mean intelligence is 100; standard deviation 15-16)* and the assessed adaptive behavior falls below age and cultural expectancies.

EDUCATIONAL QUOTIENT: often referred to as EQ; used to determine one's achievement *(whether above, below, or average)* in relation to the average achievement of pupils of his age. The quotient is derived using the formula $EQ = \frac{EA}{CA} \times 100$, where EQ means educational quotient, EQ means educational age, and CA means chronological age.

EDUCATIONALLY HANDICAPPED: a child who has marked learning problems, or behavioral problems or a combination of the two, and who exhibits a significant discrepancy between ability and achievement.

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EITHER-OR FALLACY: see FALLACIOUS REASONING.

ELECTROENCEPHALOGRAPH (*EEG*): an instrument for detecting and recording brain waves originating in the cerebral cortex.

EMBEDDING: a process of inserting one sentence within another sentence, making it subordinate, as *The girl is crying* is embedded in *The crying girl ran home*; as opposed to conjoining (*or compounding*) in *The girl is crying and she ran home*.

EMOTIONALLY DISTURBED: one who exhibits consistent and persistent signs of behaviors such as withdrawal, distractability, hyperactivity, or hypersensitivity.

EMOTIONALLY LOADED WORDS FALLACY: see FALLACIOUS REASONING.

ENCODING: the process of transforming a message into a language code, as from a mental image to spoken language (*speaking*) or from spoken to written language code (*spelling*). Contrast with DECODING. *Example: An author encodes a message for a reader to decode.*

ENTRANCE AGE: see AGE, ENTRANCE.

ENTRY WORD: one of the words or terms entered alphabetically in a dictionary to be defined, explained, or identified and usually printed in heavy type so as to distinguish it from those in the running text.

ENUNCIATION: the manner of articulating or pronouncing words in such a way that they can be clearly heard or perceived by the listener.

ENVIRONMENTAL CORRELATES: see CORRELATES.

EQUIVALENT AGE: see AGE, EQUIVALENT.

ERIC (*EDUCATIONAL RESOURCES INFORMATION CENTER*): a nationwide information system including a central staff at the U.S. Office of Education and sixteen clearinghouses, each concerned with a special field of education. The clearinghouses acquire, review, abstract, and index the documents announced in Research in Education, as well as prepare bibliographies and interpretive summaries of the research, and disseminate them through the ERIC Document Reproduction Service.

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ERIC/RCS: the ERIC Clearinghouse on Reading and Communication Skills located in Urbana, Illinois, serving four major professional organizations: International Reading Association, National Council of Teachers of English, the Speech Communication Association, and the Western College Reading Association. See ERIC.

ESSAY TEST: see TEST, ESSAY.

ETHNIC GROUP: a group of people of the same race, tribe, or nationality who have a distinctive culture in common.

ETYMOLOGY: the study of the origin and history of words.

EVALUATION: (1) the process of using critical thinking; in reading, the process in which the learner judges the author's statements against a criterion (*devised from the learner's experience*), judging such areas as: the author's reliability, the style used, the validity and the relevancy of the content, etc. See CRITICAL READING. (2) an appraisal or judgment based on measurements (*test scores*) or a synthesis of measurements (*critical incidents, subjective impressions, as well as test scores*). *Examples: (1) an evaluation of a pupil's progress or ability, and (2) an evaluation of the effectiveness of a certain teaching method.*

EXCEPTIONAL STUDENT: any child or youth who has been certified by a specialist qualified under regulations of the state board to examine exceptional students as one who is unsuited for enrollment in a regular class of the public schools or is unable to be adequately educated in the public schools without the provisions of special classes, instruction, facilities or related services, or a combination thereof. The term "exceptional students" includes the following: the educable mentally retarded, the trainable mentally retarded, the speech impaired, the deaf and hard of hearing, the blind and partially sighted, the crippled and other health impaired, the emotionally disturbed and socially maladjusted, those with specific learning disabilities, and may include the gifted.

EXPECTANCY, READING: see READING EXPECTANCY.

EXPERIENCE CHART: a printed or handwritten chart containing stories based on experiences shared by the pupils and produced cooperatively by the teacher and the pupil.

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EXPERIENTIAL BACKGROUND: the background information and experiences an individual possesses which help him to associate meaning to a reading or learning situation.

EXPERIMENTAL METHOD: <u>see</u> METHOD, EXPERIMENTAL.

EYE MOVEMENTS: positional changes of the eyeball which are controlled by six muscles, described, *for example*, as convergence (*the ability to turn the eyes toward each other to look at a close object*), fixation (*the ability to accurately aim the eye*), accommodation (*the ability to adjust the focus back and forth from far to near points as from the book to chalkboard, etc.*); the left to right progression of the eyes across the page (*including fixations and movements between*) and the return sweep to the beginning of the next line.

EYE-VOICE SPAN: <u>see</u> SPAN, EYE-VOICE.

FACT AND OPINION: <u>see</u> CONTEXT PROCESSING SKILLS.

FACT-OPINION FALLACY: <u>see</u> FALLACIOUS REASONING.

FALLACIOUS REASONING: one of the context processing skills; a critical reading skill which requires the reader to judge the validity of the information, recognize bias and propaganda techniques, and be aware of techniques used by the author to redirect the reader's thoughts through false conclusions which present opinions as facts. The development of basic literal comprehension skills is a pre-requisite. See the various types of fallacies in reasoning listed separately.

1. APPEAL TO CONFORMITY FALLACY: the fallacy in reasoning that utilizes a person's desire to be on the "winning" side as a means of attracting him to participate.
   Example: Everyone else in your office has given to the March of Dimes so you should, too.

2. CIRCULAR REASONING: the fallacy in reasoning which asserts that something is true and then uses that assertion as proof that it is true.
   Example: Whole wheat bread is good for you because it is made from whole wheat.

   He is a poor reader because he doesn't know how to read.

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3. CONFUSING THE PART WITH THE WHOLE FALLACY: the fallacy in reasoning which assumes that the whole is the same as the sum of its parts.
   Example: Croutons are often used in vegetable salads so croutons must be vegetables.

4. EITHER-OR FALLACY: the fallacy in reasoning which indicates that there are only two possible sides to an issue or problem.
   Example: If the weatherman says that it will not be sunny today, then it must be going to rain.

5. EMOTIONALLY LOADED WORDS FALLACY: the fallacy in reasoning which utilizes emotional words to persuade or confuse people.
   Example: Under a picture of a mother giving her children Happy Vitamins is this caption, "She loves her children. If you love your children, you'll keep them healthy with good Happy Vitamins."

6. FACT-OPINION FALLACY: a fallacy in reasoning which confuses a statement of fact with a person's opinion.
   Example: John's car is always clean and neat. He must not use it very often.

7. FALLACY IN AVERAGES: a fallacy in reasoning which compares averages of different types of populations or non-related data, or which does not specify whether or not a mean, median, or mode is being used.
   Example: The average man of 25 has one wife, one car, one birthday, and one main source of income.

8. FALSE ANALOGY FALLACY: a fallacy in reasoning which infers that since things are similar in some ways, they are also comparable in more general ways.
   Example: Going to school is like having spinach for breakfast, lunch, and dinner five days a week. You skip vegetables at some meals so you should also skip school on some days.

9. FALSE ASSUMPTION FALLACY: a fallacy in reasoning in which an inference is mistaken as a logically sound conclusion.
   Example: This is the best motion picture I have seen this year; and therefore, it should win an Academy Award. (Have you seen all the movies this year?)

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10. FALSE AUTHORITY FALLACY: the fallacy in reasoning which assumes that an authority in one field is also an authority in another non-related field.
    Example: "Your TV needs a new picture tube," said the milkman.

11. FALSE-CAUSE-EFFECT FALLACY: the fallacy in reasoning which assumes that because two things occur simultaneously, then one must be the cause of the other.
    Example: The reason Joy City's crime rate increased last year was due to the added freedom given to its teenagers. The voting age was changed from 21 to 18 last year, also.

12. IMPROPER DATA FALLACY: the fallacy in reasoning which applies generalizations, based on improper data, from one thing to another.
    Example: One car dealer guarantees his new car for six months or 6,000 miles, while another major manufacturer gives a warranty of five years or 50,000 miles. It follows then that the latter car lasts ten times as long as the former.

13. INADEQUATE DATA FALLACY: the fallacy in reasoning which presumes a sound conclusion based on the gathering of inadequate data.
    Example: One cup of detergent gets a wash clean, so ten cups of detergent would get a very dirty load of wash really clean.

14. IRRELEVANT INFORMATION FALLACY: the fallacy in reasoning that introduces a new issue to divert a person's attention from the real issue.
    Example: The boy who hit a ball through the neighbor's window asked the irate owner if she noticed the flat tire on her car.

15. SELF-CONTRADICTION FALLACY: the fallacy in reasoning in which one statement contradicts a previous statement in a person's argument.
    Example: John said to Mary, "You like to walk alone and I like to walk alone, so we should take a walk together tonight."

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16. SHIFT IN WORD MEANING FALLACY: the fallacy in meaning in which more than one meaning of a word is used in the same context.
    Example: Since it is cold in Alaska and hot in Florida, it is logical that you would catch cold in Alaska and stay well in Florida.

17. STEREOTYPING FALLACY: the fallacy in reasoning which generalizes that the characteristics of all people in a certain group are alike.
    Example: Since Aunt Bessie is an old maid, she wouldn't want to baby-sit with Billy. All old maids hate children.

FALLACY: a plausible but erroneous reasoning or argument; a false, deceptive, misleading statement or idea; an unsound argument.

FALLACY IN AVERAGES: see FALLACIOUS REASONING.

FALSE ANALOGY FALLACY: see FALLACIOUS REASONING.

FALSE ASSUMPTION FALLACY: see FALLACIOUS REASONING.

FALSE AUTHORITY FALLACY: see FALLACIOUS REASONING.

FALSE-CAUSE-EFFECT FALLACY: see FALLACIOUS REASONING.

FERIC (*FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER*): Florida ERIC. See ERIC.

FERNALD METHOD: see METHOD, FERNALD.

FICTION: a composition or narration which is based on imagination rather than on factual information.

FIELD OF VISION: the entire area over which vision is possible without shifting the gaze, including central and peripheral vision. See SPAN, PERCEPTION.

FIGURATIVE LANGUAGE: see CONTEXT PROCESSING SKILLS.

FIGURES OF SPEECH: expressions used in literary writing or speech which imply an intended meaning or effect other than their literal meanings. Writers usually employ figures of speech in order to create images in the reader's or listener's mind. *Examples: simile, metaphor, personification, hyperbole.*

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FINAL POSITION: see POSITION.

FIXATION PAUSE: the length of time during which the eyes focus on a word or group of words in a line of reading material for the purposes of perception.

FLASHMETER: a tachistoscope; a mechanical device for controlling the length of exposure of items for the purpose of studying and improving a child's reading, spelling, and visual perception.

FLEXIBLE GROUPING: see GROUPING, FLEXIBLE.

FLORIDA CATALOG OF READING OBJECTIVES: a comprehensive set of reading objectives stated in behavioral terms. They are designed to form the basis for measuring reading skills at all levels.

FLORIDA READING QUARTERLY: a professional journal published three times a year by the Florida State Reading Council.

FLORIDA STATE READING COUNCIL (FSRC): a professional organization for Florida educators and non-educators interested in reading; an affiliate of the International Reading Association.

FLORIDA STATEWIDE ASSESSMENT PROGRAM: an objective-referenced testing program to determine the skills achieved by the students of Florida in the areas of communication and mathematics skills for the purpose of:

(1) determining what skills need more emphasis
(2) providing to the Florida Legislature and the Department of Education objective data to evaluate requests for special programs
(3) telling the public what children have learned.

FREE READING: see READING, FREE.

FRICATIVE: a type of sound produced when an articulator is brought close to a point of articulation forming a narrow opening so that the passage of air through this narrow opening produces a frictional noise. The English fricatives are /f/, /v/, the sounds represented by th in thin, th in then, s in sell, z in zero, sh in shell and s in leisure.

FRUSTRATION READING LEVEL: the level at which the pupil experiences great difficulty in reading the material,

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usually accompanied by emotional tension and discomfort. At this level the pupil's fluency disappears, word recognition errors are numerous, and comprehension is poor.

FUNCTION WORD: a word, which may or may not have a lexical meaning, used to combine other words into larger structures such as phrases, sentences, and paragraphs. *Examples of function words are the noun determiners (a, the, an, etc.), the auxiliaries (will, can, etc.), the qualifiers (less, more, very, etc.), the prepositions (to, for, over, etc.), the interrogators (who, what, where, etc.), the coordinators (and, but, nor, etc.), and the sentence linkers (however, meanwhile, etc.).*

FUNCTIONAL LITERACY: the ability to read such materials as driver's license examinations, applications for employment, bank loans, and the news sections of most newspapers; the inability to take advantage of the options society has to offer and to create new options for one - self. The concept of functional literacy has moved from a simple definition describing years of education, ability to read and write, or ability to understand printed information in order to carry out basic military tasks to a broad term which relates to individual situations in which people are expected to exhibit levels of communication skills which enable them to cope with societal demands.

FUNCTIONAL READING: see READING, FUNCTIONAL.

FUSION DEFECT: an inability to simultaneously integrate the data from each eye to form a single percept. Poor fusion is often associated with lack of balance between the six muscles which control the eye. One eye may be ignored or suppressed as in strabismus (*cross-eyed or walleyed*), may focus too high or too low (*vertical imbalance*), or turn too far in or out (*lateral imbalance*). Fusion dificulties are sometimes hard to detect but contribute to reading problems (*blurred images, moving print, reversals, fatigue, etc.*)

GED: see TEST, GENERAL EDUCATIONAL DEVELOPMENT.

GENERAL DIAGNOSIS: see DIAGNOSIS, GENERAL.

GERMINATE CONSONANTS: a term used to describe a doubled consonant grapheme, *for example, the dd in add or the ff in stuff.*

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GESTALT: a structure or form whose properties cannot be derived from the sum of its parts; a unified whole which is more than the sum of its parts.

GIFTED: one who has superior intellectual development or outstanding talent and is capable of high performance including demonstrated achievement or potential ability. The mental development of a gifted student is greater than two standard deviations above the mean *(in most tests the mean intelligence quotient is 100 and the standard deviation is 15-16)*.

GLOBAL METHOD: see METHODS ANALYTICAL.

GRADE EQUIVALENT: a derived score *(converted from a raw score)*, most commonly used with standardized testing, expressing ability or average achievement in terms of a grade level which is divided into tenths. *Example: The range of grade equivalents in third grade is 3.0 to 3.9. A raw score of 63 might be equivalent to 3.9 (3 years, 9 months), indicative of the end of the third grade.*

GRAMMATIC CLOSURE: see CLOSURE.

GRAPH SKILLS: see STUDY SKILLS.

GRAPHEME: a basic unit of writing which represents a phoneme, *for example, letter p is a grapheme representing the phoneme /p/ in English.*

GRAPHEME-PHONEME RELATIONSHIP: the correspondence between the grapheme *(letter)* and its phonemic *(sound)* options. *For example, in the word sea, comprised of the graphemes <sea>, s represents /s/ and ea represents /ē/.* Syn. SYMBOL-SOUND RELATIONSHIP.

GRAPHEMIC OPTION: one of the graphemic *(written)* representations for a given phoneme *(sound). Example: Some of the graphemic options that represent the phoneme /ā/ are: <a> in lady, <a-e> in cake, <ey> in they, <ai> in train, <eigh> in eight.* See PHONEME; GRAPHEME.

GROUP, ETHNIC: see ETHNIC GROUP.

GROUP, MINORITY: see MINORITY GROUP.

GROUP DISCUSSION: a method of group involvement in which members talk over pertinent problems either to increase

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student participation or to bring about attitudinal change, critical thinking or decision making. Group discussion is often a more effective method of developing critical thinking and reading skills than is either individual reading or lecture.

GROUPING, ABILITY: a system of dividing a large group of pupils (*the group is large enough that the teacher is unable to differentiate instruction among the pupils in the group*) whose general abilities vary widely with one another into smaller groups each composed of pupils of relatively the same general ability for the purpose of fitting materials and instruction to the ability of the pupils. When reading ability is used as the main consideration in the grouping, the groups that emerge may be called reading ability groups.

GROUPING, FLEXIBLE: the changing of the grouping patterns in a classroom for specific purposes. (1) Changing Group Placement--the moving of students from one reading level group to another as it becomes evident that their reading needs can be better met in the new group; (2) Use of Different Groupings Simultaneously--grouping for developmental reading according to reading level, with some special needs grouping, and grouping heterogeneously for functional reading; (3) Skills Grouping--temporary grouping of students, in an individualized program, with similar skills deficits.

GROUPING, HETEROGENEOUS: the classification of students into groups which are characterized by a high degree of dissimilarity. This type of grouping is evident in most classrooms. There is a wide range of ability levels in any characteristic or trait that is measurable.

GROUPING, HOMOGENEOUS: the process of organizing children into classes on the basis of some characteristic, such as: intelligence, reading achievement, average achievement, teacher judgment, or some combination. Within homogeneous groups, there continues to be need for further grouping for individual differences

GROUPING, OPEN: a procedure by which students are permitted to attend and participate in reading instruction provided for groups other than their own.

GUIDE WORDS: two words appearing on top of each page of a dictionary, encyclopedia, or any alphabetically arranged reference material, which indicate the first and last entry words on a page. Of the two words the one at the left is the same as the first word on the page; the one at the right is the same as the last word on the page.

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GUSTATORY PERCEPTION: the ability to perceive, or recognize, stimuli through the sense of taste.

HAPTIC: related to or based on the sense of touch in a broad sense; related to combined tactile (*touch*) and kinesthetic (*muscular*) responses; one of the multisensory-multimotor processes.

HAWTHORNE EFFECT: an increase in group achievement or motivation because the group perceives itself as receiving special treatment; first noticed during a research project at the Hawthorne Electric Plant where people, aware that they were participating in an experiment, tried their best to perform with greater than usual effort. The effect is difficult to control in educational research, and it is possible that some new reading methods obtain some of their apparent superior results from this effect.

HETEROGENEOUS: see GROUPING, HETEROGENEOUS.

HETERONYM: a word having the same spelling as another but a different pronunciation and meaning, *for example, bow (ribbon) and bow (to bend one's head and body)*. A heteronym is a restricted type of homograph. See HOMOGRAPH.

HOMOGENEOUS: see GROUPING, HOMOGENEOUS.

HOMOGRAPH: a word having the same spelling as another but a different origin, meaning, and, sometimes, pronunciation. *Examples: read (present tense) and read (past tense)--different pronunciation; bear (verb) and bear an animal)--the same pronunciation. The words in the first example, read and read are also called heteronyms.* See also HETERONYM.

HOMONYM: a word that has the same pronunciation as another but differs from it in meaning and, often, in spelling, *for example, tide and tied*. This term may be used synonymously with homophone and sometimes with homograph. See HOMOPHONE.

HOMOPHONE: a word having the same pronunciation as another word but with a different meaning and, often, spelling, *for example, see and sea*. See also HOMONYM.

HORIZONTAL INSTRUCTION: a method of providing teaching and learning experiences with immediately increasing levels of complexity. The brighter the student, the more competent the student, the greater is the advantage of horizontal instruction.

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HYPERACTIVE CHILD: a child who is unable to sit still and concentrate and is often a source of disturbance in the classroom. The most frequent cause of hyperactivity is cerebral damage.

HYPERKINETIC CHILD: a child who is constantly physically active. Such a child seeks continuous contacts with persons by clinging and overaffectionate behavior.

HYPOACTIVE CHILD: a daydreamer; a child who seems unusually lethargic and does not enjoy the physical activities of his peer group.

HYPOTHESIS: a guess or conjecture which is tentatively assumed until an investigation can be conducted to compare it with the observed facts.

IDIOLECT: the language or speech pattern of one individual which differs *(with respect to some points of syntax, phonology, and vocabulary)* from idiolects of all other people. A person may not be conscious of the difference. A child's idiolect is a mixture of the idiolects of the various people most influential in his learning to talk.

IDIOM: an expression peculiar to itself because of its grammatical construction *(as Monday week)* or of its having a meaning that cannot be taken directly from the ordinary or precise meaning of its words *(as dead tired)*. The expression and its meaning are established by conventional usage which often makes it difficult to translate literally into another language.

IMAGERY: the process of creating mental pictures from hearing or reading words or passages. Through imagery the learner can experience a story in deeper and more meaningful ways. *For example, in the story of "Jack and the Beanstalk," the author expects his readers or listeners to become involved with Jack when his mother slaps him (tactile image), when the giant smells the blood of an Englishman (olfactory image), when the giant plays his harp or snores like thunder (auditory image), when Jack runs away from the giant (kinesthetic image), and when he cuts down the beanstalk as the giant's legs push through the clouds (visual image).*

IMAGINATION: the ability to form a mental image of something not present to the senses, to engage in fantasy, to remember, characterize, or express something experienced before. See IMAGERY.

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IMBALANCE: see LATERAL IMBALANCE:; VERTICAL IMBALANCE.

IMPROPER DATA FALLACY: see FALLACIOUS REASONING.

INDEPENDENT READING LEVEL: the level at which the pupil can read with ease and fluency; that is, read with proper phrasing, with 99 percent correct pronunciation, with full understanding or comprehension, and without aid from the teacher or any other person.

INDIVIDUAL DIFFERENCES: variability among individuals in traits and characteristics associated with learning. Sometimes called INTERINDIVIDUAL DIFFERENCES. See INTRAINDIVIDUAL DIFFERENCES.

INDIVIDUAL TEST: see TEST, INDIVIDUAL.

INDIVIDUALIZED READING APPROACH: see APPROACH, INDIVIDUALIZED READING.

INDIVIDUALLY PRESCRIBED INSTRUCTION: a type of individualized instruction in reading *(also science and math)* which was first used with children in kindergarten through sixth grade at the Oakleaf Elementary School in an experimental project of the University of Pittsburgh. A major characteristic of this type of instruction is the use of individual assignments or prescriptions for each pupil written by the teacher on the basis of each pupil's strengths and weaknesses as shown by results of placement and evaluation tests completed by the pupils periodically.

INDUCTION: a logical process of arriving at a general conclusion of truth on the basis of observed specific facts; reasoning from the particular to the general, part to whole, individual to universal; inference.

INDUCTIVE METHOD: see METHOD, INDUCTIVE.

INFERENCE: the act or process of making a judgment, conclusion, opinion, or proposition assumed to be true or to possess some degree of probability on the basis of evidence presented such as facts, premises, and propositions accepted as true.

INFLECTIONAL SUFFIXES: see SUFFIXES, INFLECTIONAL.

INFORMAL READING INVENTORY *(IRI)*: an informal testing device which consists of graded reading passages to be used in determining the pupil's instructional reading level; each passage *(which should be unfamiliar*

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to the pupil) is to be read orally and silently and accompanied by comprehension questions which the pupil tries to answer after reading the passage.

INITIAL POSITION: see POSITION.

INITIAL TEACHING ALPHABET: an alphabet of 44 symbols developed by Sir James Pitman of England in an attempt to provide a writing symbol for every meaningful sound (*phoneme*) of English for use in teaching beginning reading. Syn. AUGMENTED ROMAN ALPHABET.

INNER SPEECH: see VOCALIZATION.

INSTRUCTIONAL READING LEVEL: the level at which the pupil can read a passage of 100 running words with fewer than eight word recognition errors, without tension, and can answer seven out of ten comprehension questions. This is the level at which systematic instruction can be initiated.

INTELLIGENCE QUOTIENT (*IQ*): a measure which shows the relationship between an individual's chronological age and his mental age and whether a score one makes on a given mental test is equal to, higher than, or lower than that made by others of his age. The formula for determining an individual's IQ is $\frac{MA}{CA} \times 100$.

INTELLIGENCE TEST: see TEST, INTELLIGENCE.

INTENSIVE READING: see READING, INTENSIVE.

INTERNATIONAL READING ASSOCIATION (*IRA*): a professional reading organization for educators and non-educators who are interested in improving the quality of reading instruction and research throughout the world.

INTERPRETIVE COMPREHENSION: see COMPREHENSION, INTERPRETIVE.

INTERPRETIVE SKILLS: see SKILLS, INTERPRETIVE.

INTONATION: the variation of pitch levels in the different parts of an utterance which contributes to the meanings of sentences in speech. *Examples:*

Jane fried some eggs (not meat).
Jane (not Mary) fried some eggs.
Jane fried (not boiled) some eggs.
Jane fried some (not all) eggs.

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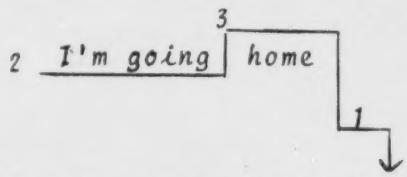
INTONATION PATTERN: sometimes called intonation contour; the sequence of pitch phonemes and a terminal juncture in an utterance. *For example, using the four pitch levels / 1 2 3 4/ and three terminal junctures /↘ ↗ →/ (falling, rising, and sustained) of English, the intonation pattern of the utterance I'm going home may be described as /2 3 1↘/ as shown in this illustration:*



INTRAINDIVIDUAL DIFFERENCES: the differences of ability within a single child. *For example, he may have difficulty discriminating sounds auditorily but be quite adept with visual discrimination.*

IRONY: a figure of speech or mode of expression in which the intended implication or connotation is the opposite of the literal meaning of the words used.

ITEM ANALYSIS: the process of evaluating a test item in terms of determining the discriminating power and the difficulty index of the test item. See DISCRIMINATION POWER; DIFFICULTY INDEX.

JOURNAL OF READING: a professional journal published eight times a year by the International Reading Association; of special interest to secondary school educators.

JOURNAL OF READING BEHAVIOR: a professional journal published four times a year by the National Reading Conference.

JUNCTURE: one of the suprasegmental phonemes of English *(effects which are over and above the regular phonemes)*; a term used for the vocal effects that cut the stream of speech into segments so that words and constructions can be recognized; refers to the way phonemes are joined: (1) close juncture--phonemes follow and merge one into the other without marked separation, (2) open juncture--a separation between two phonemes so that meaning is affected. *Examples:*

along---- Get along, little doggie.
a long---- Get a long little doggie.

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KERNEL SENTENCE: in transformational grammar, the term used to describe the simple, active, declarative, and positive sentence patterns which can be added to, rearranged, and combined by transformational rules to form all possible sentences in the language; a basic subject and predicate.

KINESTHETIC IMAGE: see IMAGERY.

KINESTHETIC METHOD: see METHOD, KINESTHETIC.

KINESTHETIC OR TACTILE PERCEPTION: the ability to perceive (*recognize*) stimuli through the sense of touch.

KINETIC REVERSALS: see REVERSALS, KINETIC.

LABIALS: consonant speech sounds whose main point of articulation is at the lips. *Examples:* /wh/, /w/, /ɸ/, /v/, /p/, /b/, /m/.

LABIODENTAL: a consonant sound which is produced with the lower lip and the upper teeth as the articulators. The English labiodentals are /f/ and /v/.

LANGUAGE ACQUISITION: the linguistic and psychological area attempting to understand how, where, and why human beings are able to acquire the complicated process of language, essentially between the very young ages of two and six years.

LANGUAGE ARTS: the domain of verbal and non-verbal communication skills including listening, viewing, speaking, spelling, reading, and writing which should be integrated in effective instruction as they are experienced in daily life.

LANGUAGE EXPERIENCE APPROACH: see APPROACH, LANGUAGE EXPERIENCE.

LATERAL DOMINANCE: see DOMINANCE, LATERAL.

LATERAL IMBALANCE: a tendency for the muscles of the eye to pull the eye inward or outward. See FUSION DEFECT.

LEARNING CENTER: an area embracing a number of specified activities designed for student use as a follow-up to instruction. *For example, after studying a type of context clue, a student may, during his free time, practice this newly-acquired skill by utilizing specific materials housed in the vocabulary learning center.*

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LETTER-SOUND ASSOCIATION: see GRAPHEME-PHONEME RELATIONSHIP.

LEVEL: see CAPACITY LEVEL; FRUSTRATION READING LEVEL; INDEPENDENT READING LEVEL; INSTRUCTIONAL READING LEVEL; READING LEVEL.

LEXICAL MEANING: the dictionary meaning of a word; its meaning apart from the meaning it acquires in context of a larger unit of language, such as a phrase or sentence.

LEXICON: the total stock of words in a language; a book containing all the words in a language usually arranged in alphabetical order; a dictionary.

LIBRARY SKILLS: see STUDY SKILLS.

LINGUALS: those speech sounds produced by the tongue. Syn. LIQUIDS. *Examples:* /ℓ/, /ɹ/.

LINGUIST: one who engages in the scientific study of a language or languages; a student of or an expert in linguistics.

LINGUISTIC SYMBOLS: arbitrary graphic notations used to symbolize sound features and meaning units of language structures. The majority of linguists agree on the following:
(1) the use of the brackets, [ ], to indicate a phonetic transcription, in which the pronunciation is transcribed as heard, not necessarily representing the significant features.
(2) the use of virgules, / /, to indicate a phonemic transcription in which the pronunciation is transcribed so as to represent all significant features and nothing else.
(3) the use of braces, } { , to indicate a morphemic representation in which one arbitrarily selected symbol is used to represent each morpheme and comprehend all its allomorphs. It does not directly give any information about pronunciation.

LINGUISTICS: a science of language which deals with the study of the structure of a language. It has several subdivisions such as: historical linguistics, descriptive linguistics, comparative linguistics, and structural linguistics.

LINGUISTICS, APPLIED: the branch of linguistics which attempts to put the results of linguistic research to practical use, especially in the teaching of language.

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LINGUISTICS, STRUCTURAL: the branch of linguistics, sometimes called Descriptive Linguistics, which deals with the study and accurate description of the components of the structure of a language, including: phonology, morphology, syntax, and usually semantics. This idea began with Bloomfield in the 1930's and deals with a taxinomic view of the language, i.e. categorizing and then describing ways words are put together into utterances. Although both structural linguistics and transformational grammar are concerned with a description of the language, transformational grammar is more theoretical and views the underlying meaning of sentences.

LISPING: defective articulation of the sounds /s/ and /z/ as in the beginning sounds of sell and zero, respectively, by substituting them with the sound /th/ as in the beginning sound of thin.

LISTENING COMPREHENSION TEST: see TEST, LISTENING COMPREHENSION.

LISTENING VOCABULARY: see VOCABULARY, LISTENING.

LITERACY: the possessing of essential knowledge and skills in reading, writing, and computation required for effective functioning in society; the possession of skills which make it possible for a person to develop new aptitudes and to participate actively in the life of his times.

LITERAL COMPREHENSION: see COMPREHENSION, LITERAL.

LOGOGRAPHIC WRITING SYSTEM: a system of writing which uses a unique graphic symbol to represent each word of the language. The Chinese language employs such a system. *In the English language examples would be: 2+2 = 4; % (percent); ¢ (cent).*

LOOK AND SAY METHOD: see METHOD, WORD.

MACRON: the name of the symbol which is a horizontal mark placed over a vowel (-) to indicate that the vowel has the long sound.

MAIN IDEA: see CONTEXT PROCESSING SKILLS.

MAP SKILLS: see STUDY SKILLS.

MASTERY TEST: see TEST, MASTERY.

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MATURATIONAL LAG: a slowness or delay in neurological and physical development (*perceptual, cognitive, etc.*), without a structural defect, deficiency, or loss as a cause.

MEAN: a measure of central location; the sum of a set of measurements divided by the number of measurements in the set. To determine the mean of the set of scores (*7, 13, 22, 9, 11, and 4*), divide the sum (*66*) by the number of measurements (*6*) to get the mean (*11*).

MEDIA CENTER: a learning center in a school where a full range of print and audio-visual media, associated equipment, and services for media professionals and support staff are accessible to students and school personnel.

MEDIAL POSITION: <u>see</u> POSITION.

MEDIAN: a measure of central location; in a distribution of scores arranged in order of magnitude, a score that has an equal number of scores that fall above and below it. In the distribution (*2, 7, 11, 19, 20, 25, 27*), the median is 19. (*Three scores fall above 19 and three fall below 19*). In the distribution (*11, 19, 20, 25*), where there is not an equal number of scores above or below any number, an average of the two middle scores (*19, 20*) is taken. Thus the median is 19.5.

MEMORY: the ability to reproduce or recall what has been learned and retained; in reading, the process of recalling such things as: labels for words, specific word meanings, ideas pertinent to the ideas being communicated, successive ideas in a sentence, paragraph or story.

MENTAL AGE: <u>see</u> AGE, MENTAL.

MENTALLY RETARDED: <u>see</u> EDUCABLE MENTALLY RETARDED; TRAINABLE MENTALLY RETARDED.

METAPHOR: a figure of speech in which a word or phrase referring to one thing is applied to another for which the word or phrase is not literally applicable; sometimes referred to as a compressed simile. *Examples: His eyes dropped. The ships plow the sea.*

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METHOD, ALPHABETIC: often called the ABC method; a method of teaching reading in which the child learns the alphabet first; next, the syllables and words by spelling them; then, sentences and stories.

METHOD, DEDUCTIVE: a method of learning in which the learner is first told the concept (*or rule*) and then told to seek examples that verify it. Contrast with INDUCTIVE METHOD.

METHOD, DELACATO: a theory which asserts that some children do not have a consistent dominance of one cerebral hemisphere over the other, and that this failure to achieve neurological integration may cause such problems as reading disabilities. Delacato hypothesizes that if an individual's brain can be lateralized (*strengthening the consistent use of the dominant hand and compelling the child to rely on the eye on the same side as the dominant hand*) through an orderly motor development, then language and reading disabilities will largely disappear. He promotes a program emphasizing development through the following stages: movement of arms and legs in isolation; crawling and cross-pattern creeping; walking; using arms for balance; walking and running in cross patterns; and using a dominant leg in a skilled way. Delacato also recommends that laterality can be increased by not allowing the child to listen to music, by having him read orally in whispers, by placing the non-preferred hand in a sling, by controlling his fluid intake, by occluding the nondominant eye, by having him sleep in a particular position, etc. To achieve neurological integration, development of the visual, auditory, and tactile senses as well as language development is necessary. Delacato employs the whole word approach, preferably in all sensorimotor modalities. His method is controversial as he has not produced any evidence, other than anecdotal, to support his hypothesis.

METHOD, ECLECTIC: a method which combines the best and most compatible features of other related methods.

METHOD, EXPERIMENTAL: a method involving the control of conditions for the purpose of studying the relative effects of one or more treatments on members of a sample (*or the same treatment on different samples*); comparing a group that receives a treatment with one that does not.

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METHOD, FERNALD: sometimes called the Fernald-Keller approach; a multisensory approach to teaching reading which emphasizes the whole word approach and is used especially with children who have difficulties in learning to read. It is a four-stage process which utilizes the visual, auditory, kinesthetic, and tactile senses (*VAKT senses*).

METHOD, INDUCTIVE: a method of learning in which the learner looks at raw data (*experiences*), infers a common property about certain objects or events, and conceptualizes a generalization based on that data. Syn. DISCOVERY METHOD. Contrast with DEDUCTIVE METHOD.

METHOD, KINESTHETIC: a method of teaching children, especially those having reading difficulties, to read by having them trace with their fingers the outline of the words while looking at and saying the words. Although there are several variations of this technique, generally, it consists of (1) presenting the word and its pronunciation (*assuming that the child already knows the meaning of the word*), (2) instructing the child to trace the word (*as many times as necessary*) while saying it, (3)writing the word while he says it and looks at the copy, and (4) writing and pronouncing the word without the copy.

METHOD, LINGUISTIC: a method proposed by Leonard Bloomfield who opposed a synthetic sound blending teaching procedure. He recommended the following: (1) teach all of the alphabet letters by name (*not sound*) initially, (2) teach that sounds are represented by letters rather than letters represented by sounds (*phonics*), and (3) teach those words in which phonemes are represented by only one grapheme and the principle of minimal variation (*a list of words alike except for one letter*) initially as Dan can fan Nan. More recent linguistic approaches stress the contributions of phonology, morphology, syntax, and semantics in a total language approach to the teaching of reading.

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METHOD, MONTESSORI: a method of teaching children in early childhood years which emphasizes the development of the child's sensory and motor abilities, language abilities, and intellect in general through the use of special materials and techniques such as free physical activity, informal and individual instruction, the provision of daily living activities which involve taking care of one's self and one's environment. This method was developed by Dr. Maria Montessori, an Italian psychiatrist and educator.

METHOD, SENTENCE: a reading teaching method in which the whole sentence is learned before the letters, words, or phrases.

METHOD, SQ3R: a systematic method of studying textbook material which consists of the following steps:

Survey - Skimming through the material to have an idea of its content and organization.

Question - Raising questions about the content. One way is to convert headings, subheadings, and other types of printing clues into questions.

Read - Reading the material keeping in mind the answers to the questions.

Review - Reviewing the answers to the questions and other information learned from the material.

Recite - Reciting the answers to questions and other important points in the material.

METHOD, SYNTHETIC: a method of teaching reading in which the learner progresses from short simple units to larger and more complex units, beginning with the letters of the alphabet, followed by syllables, then with monosyllabic words through polysyllabic words, to phrases and whole sentences. In synthetic phonics a student sounds out each letter as c-a-t *(which often comes out erroneously as cuh a tuh or possible seeaytee if he names each letter)*. After sounding out each letter, he may blend the letters by various methods. Contrast with METHODS, ANALYTICAL. See BLENDING.

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METHOD, WORD: a reading teaching method that emphasizes initial recognition of the word as a whole. Two variations of this method include:
(1) Words-to-letters method in which words are analyzed sound by sound soon after they are introduced.
(2) Words-to-reading method in which word analysis is postponed until a substantial sight vocabulary is acquired. Basal readers sometimes use this approach.
Syn. LOOK AND SAY METHOD; WHOLE WORD METHOD.

METHODS, ANALYTICAL: reading teaching methods which begin with larger wholes and proceed to the study of parts; also called GLOBAL METHODS. Contrast with SYNTHETIC METHOD. *Example: A student would learn words as whole words (or by sight) before looking at the phonic and structural elements.*

METONYMY: a figure of speech in which a word referring to one thing is used to refer to another to which it is a part of or associated with, *for example, using the word "crown" to refer to the ruling monarch.*

MIGRANT CHILD: a child who has moved with his parents or guardians within the past twelve months across county or state lines for the parents' purpose of seeking agriculture or agriculture-related employment.

MINORITY GROUP: an ethnic, religious, racial, or ideological group of people who differ from the majority of the population.

MIRROR WRITING: see WRITING, MIRROR.

MISCUE ANALYSIS: a research technique proposed by Kenneth and Yetta Goodman to help teachers analyze the strengths and weaknesses of individual readers. Miscues *(observed oral responses to printed text that do not conform to what is expected)* can occur at any point in the reading process, always involving the reader's use of the written language but not always interfering with comprehension. The authors suggest that various errors or miscues carry different weights and are analyzed according to meaning change, grammar change, and whether the student attempts to correct his error. The more a student translates a passage into his dialect, the more likely he is to get the meaning. *Example: An alteration of the surface structure does not necessarily change the deep structure (the author's real meaning) as shown in the following errors or miscues:*

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(1) *"I be going home" for "I am going home."*
(2) *"He was going on nine" for "He was going to be nine."*
(3) *"breakfases" for breakfasts."*

MIXED HAND DOMINANCE: see DOMINANCE, MIXED HAND.

MNEMONICS: a technique or a device for developing, improving, or assisting memory such as word configurations, acronyms, jingles, etc. The first letters of the words My very elusive Miss Just sat under nine pines (*MVEMJSUNP*) are supposed to help one remember the planets according to their proximity to the sun.

MODALITY: one of the sensory avenues or channels of perception (*visual, auditory, kinesthetic*) through which a child learns to read. A strong preference for one modality may suggest the primary manner in which reading skills can best be taught to a specific child although the use of other modalities may be essential.

MODE: a measure of central location; in a distribution of scores, that score which occurs most frequently. In the distribution (*11, 11, 12, 12, 13, 13, 13, 14, 14, 15, 16*), the value 13 occurs more frequently than any other value and is therefore, the mode. When all values occur with equal frequency, the mode cannot be calculated. If two adjacent scores occur most frequently, an average of these two scores would be the mode.

MONTESSORI METHOD: see METHOD, MONTESSORI.

MOOD AND EMOTIONAL REACTIONS: see CONTEXT PROCESSING SKILLS.

MORPHEME: the smallest meaning-bearing unit of a language which may consist of only one phoneme as in the morpheme {-'s} showing possession in the word Mark's, or a sequence of phonemes as in the noun plural morpheme {-es} in the word boxes and in the word box which is a morpheme by itself. It is called a meaning-bearing unit because it carries meaning. In the examples above, the morpheme {-'s} gives the possessive meaning in the word Mark's; the morpheme {-es} gives the plural meaning in the word boxes; the word box, which by itself is a morpheme, has a meaning. Morphemes, described in terms of the surface structure of a language, may be a prefix (*un- in unhappy*), a suffix (*-ly in slowly*), an inflectional ending (*-s in walks*), a function word (*prepositions, conjunctions, etc.*) or a root word (*run, book, her*).

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MORPHEME, BOUND: a morpheme which cannot stand alone as an independent word but which must be combined with one or more other morphemes to form a word. Prefixes and suffixes are bound morphemes. *Examples: -s in dogs, -ness in sadness, -ly in rapidly, un- in unable.*

MORPHEME, FREE: a morpheme which can stand alone as an independent word. *Examples: dog, sad, berry, able.*

MORPHEMIC ANALYSIS: see STRUCTURAL ANALYSIS.

MORPHOLOGY: a branch of grammar which deal with the description of the structure of words; the study of root words, derivations, inflectional suffixes, prefixes, and other suffixes. *For example, the study of how plurals are formed belongs to morphology as opposed to the study of parts of a sentence which belongs to syntax.*

MOTIVATION: the arousing of a student's interest in studying or participating in such a way that he attacks the work willingly and completes it.

MOTIVE QUESTION: a question asked by the teacher or raised by the class prior to reading a selection designed to create interest in and/or establish a purpose for reading.

MOTOR SKILL: the level of performance or behavior involving muscular movement. *Examples: Fine motor skill--any skill which requires highly developed small muscle coordination as in writing. Gross motor skill--any skill involving muscles that are not capable of a great degree of precision as bouncing a ball.*

MOVEMENTS, EYE: see EYE MOVEMENTS.

MULTI-BASAL APPROACH: see APPROACH, MULTI-BASAL.

MULTI-LEVEL KIT APPROACH: see APPROACH, MULTI-LEVEL KIT.

MULTI-SENSORY APPROACH: see APPROACH, MULTI-SENSORY.

MULTIPLE-CAUSATION THEORY: a theory which holds that reading disabilities are caused by a combination of several factors interacting within the child and his environment rather than by a single cause alone. Such factors may be in relation to the home, the school, his teacher and classmates, the learning materials and techniques, or a number of other factors.

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NASAL: a speech sound produced by the complete closure of the mouth passage at one of the points of articulation and the free passage of air and sound through the nasal cavity. The English nasals are the bilabial /m/, the alveolar /r/, and the velar / ŋ/ as in the final sound in the word sing.

NATIONAL READING CONFERENCE: a professional organization for educators interested in reading instruction and research.

NEUROLOGY: the branch of medical science concerned with the nervous system--its structure, functions, and abnormalities.

NONGRADED: the practice in schools or classrooms of teaching to abilities and/or achievement levels rather than to grade or age levels.

NONREADER: one who is unable to recognize all of the alphabet and very few, if any, words on sight, even after extended instruction.

NONSTANDARD DIALECT: see DIALECT.

NONVERBAL TEST: see TEST, NONVERBAL.

NORMATIVE TEST: see TEST, STANDARDIZED.

NORMS: standards or criteria which are based on the average scores of a specific population on a specific test, against which other similar populations can be compared. Test publishers usually include these data in their manuals, and the teacher can compare her students' scores with the national average scores of students of the same age or in the same grade.

NUANCE: a fine, delicate distinction; a minute difference or variation; an elusive tone of expression.

OBJECTIVE TEST: see TEST, OBJECTIVE.

OLFACTORY IMAGE: see IMAGERY.

OLFACTORY PERCEPTION: the ability to perceive (*recognize*) stimuli through the sense of smell.

ONOMATOPOEIA: the use or formation of words to name a thing or action by imitating the sound associated with it. *For example: hiss, buzz, bow-wow.*

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OPEN GROUPING: see GROUPING, OPEN.

OPEN SYLLABLE: a syllable which ends with a vowel phoneme or sound.

OPHTHALMOLOGIST: an eye specialist with a Doctor of Medicine degree licensed to treat, medically and surgically, diseases of the eye and its appendages. Syn. EYE PHYSICIAN.

OPTICIAN: a person who makes or is a dealer of eyeglasses and other optical instruments and who grinds lenses to fill prescriptions for eyeglasses.

OPTOMETRIST: a person with the degree of Doctor of Optometry who is licensed to examine the eyes to determine defects, faults of refraction and other functional aspects of vision and to prescribe lenses, visual training exercises or other optical aids but cannot use drugs or surgery to treat or correct eye diseases or defects.

ORAL READING: see READING, ORAL.

ORAL READING TEST: see TEST, ORAL READING.

ORAL RECALL: the process by which a student recounts, in his own words, all that he can remember about a selection after he has read it one or more times *(unaided recall)*; may occur in individual evaluation, class discussion or in answer to specific questions *(aided recall)*.

ORTHOGRAPHY: the study of letters and the art of spelling; the writing of words with the appropriate letters based on standard usage.

ORTHOGRAPHY, TRADITIONAL: the writing of words using the English alphabet of 26 letters as distinguished from other phonetic writing such as in the books using the I.T.A.; sometimes referred to as T.O. in connection with the use of the I.T.A. in beginning reading instruction.

OTOLOGIST: a medical doctor specializing in diseases of the ear.

OVERT BEHAVIOR: that behavior which is observable; the external response of an individual.

PACER: an accelerator; a mechanical device for guiding the reader to read according to a predetermined rate, usually for the purpose of increasing his reading speed.

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PAIRED ASSOCIATE LEARNING: the process of pairing a semantic representation (*meaning*) with a phonological representation (*pronunciation*); the process of learning words in pairs in which one of the pair (*the stimulus*) is presented to cue the recall of the other (*criterion response*).

PALATALS: those speech sounds formed by touching the tongue to various parts of the palate or roof of the mouth. *Examples: /g/, /k/, /ks/, /y/.*

PALINDROME: a word, phrase, sentence, or number, which remains the same when read backward or forward. *Examples: madam, 1771.*

PARAGRAPH ANALYSIS: the process of using, as cues to meaning, the parts of a paragraph such as: topic and support sentences, intonation patterns across sentences, location of referents, etc.

PARAGRAPH-MEANING TEST: see TEST, PARAGRAPH-MEANING.

PARAPHRASE: rewording a statement or passage without altering the original meaning.

PARAPROFESSIONAL: a trained aide who assists a professional person; a person who receives a salary or who volunteers his services to an educational institution as a support service to a professional educator.

PAUSE, FIXATION: see FIXATION PAUSE.

PERCEIVING RELATIONSHIPS: see CONTEXT PROCESSING SKILLS.

PERCENTILE: a point or score in a distribution of 100 intervals below which falls the percent of cases indicated by the given percentile. Thus the 30th percentile represents the point or score below which 30 percent of the scores fall. Percentile has nothing to do with the percent of correct answers a student has on a test. Percentile scores cannot be added together, subtracted, or averaged; a percentile is a way of stating how a student compares with other students his own age or in the same grade. If a student has a percentile score of 75%, that score means that 75 percent of the students with whom he is being compared scored less than he did.

PERCEPTION: the awareness of a mental image, a concept, and/or some elements of the environment, transmitted through one or more of the sense organs, and influenced by set (*anticipation*) and prior experiences.

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PERCEPTION SPAN: see SPAN, PERCEPTION.

PERCEPTUAL DISABILITIES: disorders which occur when a person's sensory abilities are intact, but he is unable to organize and meaningfully use what he hears, sees, touches, tastes, and/or smells.

PERFORMANCE OBJECTIVE: a precise measurable statement of a particular behavior to be exhibited by the learner under specific conditions. The following elements or characteristics are used by the state accreditation department: (1) expected outcomes--the exact performance that the learner is expected to demonstrate; (2) criterion--the measurement which determines the degree to which the "expected outcome" has been met; and (3) conditions--that which specifies certain materials, time, work conditions, etc. *Example:*

Given a list of four words and an example of the /ā/ sound spelled "a" as in the word "lady," the learner will underline the word containing the /ā/ sound spelled a. 100%

Key: expected outcomes (*circled*); conditions (*underlined with a single line*); criterion (*underlined with a double line*).

Another set of elements or characteristics often used in performance objectives include: (1) situation--the mode in which the stimulus is presented to the learner; (2) action--what the learner is to do and what he is to use to perform the action; (3) object--the object on which the learner is to operate; (4) limits--the specified boundaries of the task; (5) measurability--how the learner's attempt to accomplish the objective can be evaluated; (6) communicability--unambiguous interpretation; (7) criterion--the degree of proficiency expected. If none is specified, it is implied that 100% accuracy is expected.

A performance objective is much more specific than a pre-objective. See PRE-OBJECTIVE.

PRESERVATION: the continuation of an activity, behavior, or response even after the stimulus has been removed or when it is no longer desirable or appropriate. *For example, continuing a movement, such as writing even at the end of a line, or continuously repeating a word before going on to another.*

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PERSONALITY TEST: see TEST, PERSONALITY.

PERSONIFICATION: a figure of speech in which personal qualities and characteristics are attributed to ideas, animals, and inanimate objects. *Example: "The angry waves surged high over the sailing ship."*

PHONEME: the smallest meaningful unit of speech, *for example, in the word back, there are three phonemes /b/, /a/, /k/.* Through the substitution of one phoneme for another phoneme, different meanings may be distinguished, *for example, in the words book, look, and cook.*

PHONEME-GRAPHEME RELATIONSHIP: the correspondence between a phoneme and its graphemic *(written)* options. *For example, in the word rough, comprised of the phonemes /r ə f/, /r/ is represented by r, /ə / by ou and /f/ by gh.* Syn. SOUND-SYMBOL RELATIONSHIP.

PHONEME, SEGMENTAL: see PHONEME.

PHONEME, SUPRASEGMENTAL: see SUPRASEGMENTAL.

PHONEMIC TRANSCRIPTION: see TRANSCRIPTION, PHONEMIC.

PHONEMICS: a branch of linguistic analysis involving the study and classification of phonemes.

PHONETIC TRANSCRIPTION: see TRANSCRIPTION, PHONETIC.

PHONETICS: the study of the characteristics of the sounds produced by the human vocal organs and the organization of these sounds into the meaningful speech sounds *(phonemes)* of a language. When the study concerns the mechanisms of the production of sounds by the human vocal organs, it is called articulatory phonetics; when it concerns the reception of speech sounds, it is called auditory phonetics; when it concerns the transmission of the speech sounds, it is called acoustic phonetics. See also PHONEMICS.

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PHONIC ANALYSIS: a method of word attack or decoding designed to provide the learner with a system for pronouncing unfamiliar words in print through the use of consonant and vowel sounds, blends, and syllables associated with given sounds.

PHONICS: the study of the relationships between the graphic symbols and the speech sounds they represent in order to determine the pronunciation of a word.

PHONOGRAM: one letter or several letters that represent a speech sound *(or sounds); For example: (1) Compound phonogram--more than one letter which does not make a word itself (ight, sl); (2) Letter phonogram--a single consonant (b); (3) word phonogram--small word which is part of a larger word (at, an).*

PHONOLOGY: the branch of descriptive linguistics which deals with the study of the sound system of a language. Phonology includes phonetics and phonemics.

PICTURE CLUES: a picture or part of a picture which has such a relationship with a word, phrase, or a bigger unit in a reading material as to provide a hint as to the meaning of a word, phrase, or unit in the reading material. *For example, to a child who is not familiar with the word house in the sentence They saw a big house a picture of a boy and girl walking towards a house gives a clue to the child in identifying and understanding the word.*

PICTURE DICTIONARY: a dictionary consisting of pictures and words referring to the pictures, arranged in alphabetical order. It is intended for children's use to help them in word recognition and to introduce to them the concept of a dictionary.

PITCH: the highness or lowness of tone in speech; one group of the suprasegmental phonemes of English.

PLAGIARISM: the act of presenting as new and as one's own, the ideas or words of another.

POLYGLOT: one who knows several languages and speaks or writes them with facility; one who is multilingual. See LINGUIST.

POLYSYLLABLE: a word of three or more syllables.

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POSITION: the occurrence of a phoneme in a certain location in a word or syllable, e.g. in the beginning or initial positioning as /a/ and /v/ in advice; in the middle or medial position as /ā/ in weight; in the last or final position as /t/ in flipped. The position of a phoneme often affects its spelling, e.g. the phoneme /f/ in initial position is not spelled <gh> or <ff> although it occurs as such in final position (*cough, off*); and the phoneme /sh/ is not spelled <ti> at the beginning of a word but often occurs at the beginning of the last syllables (*action*).

POSSESSIVES: words (*his*) or inflected endings (*boy's*) which signify ownership or a relationship analogous to ownership (*world's population*). See INFLECTIONAL SUFFIXES.

POTENTIAL READING LEVEL: see READING EXPECTANCY.

PREDICTING OUTCOMES: see CONTEXT PROCESSING SKILLS.

PREFIX: a meaningful element which is affixed (*attached*) to the beginning of a root or stem. *Examples: the un- of unhappy; the pre- of preview.*

PRE-OBJECTIVE: a general statement which identifies major skills within a particular domain, such as the set of skills needed for reading, and which contains the elements of expected outcomes, criterion and conditions (*or according to other delineations: situation, action, and limits*). A pre-objective is less specific than a performance objective. See PERFORMANCE OBJECTIVE.

Given a compound word, the learner will

identify the two words that make up a compound word.

(*100% is the understood criterion*)

KEY: expected outcomes (*circled*); conditions (*underlined with a single line*); criterion (*underlined with a double line*).

PRESCRIPTIONS: those assignments written for an individual and directly related to his specific deficits based on criterion-referenced testing.

PRIMARY ACCENT: see ACCENT.

PRIMARY READING RETARDATION: see DYSLEXIA.

PRIMARY STRESS: see ACCENT.

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PRINT CUES: cues which aid in comprehension of written materials, such as: titles, boldface type, italics, underlined words, hyphens, all forms of punctuation, footnotes, asterisks, etc.

PROFESSIONAL JOURNAL: see FLORIDA READING QUARTERLY; JOURNAL OF READING; JOURNAL OF READING BEHAVIOR; READING RESEARCH QUARTERLY; THE READING TEACHER.

PROGRAMMED APPROACH: see APPROACH, PROGRAMMED.

PRO FORM: the remnant resulting from sentence reduction; that is, in transformational grammar, one of two (*usually the second*) equivalent phrases which has been transformed into a pro form. *Examples:*

(1) *When the boy left, the boy went straight home.*
(*transformed to*)
When the boy left, he went straight home.

(2) *Billy always plays in the yard on Monday, but Mary never plays in the yard on Monday.*
(*transformed to*)
Billy always plays in the yard on Monday but Mary never plays there then.

(*The pro forms there and then for adverbs of place and time.*)

PRONOMINALIZATION: in transformational grammar, the syntactic rule which transforms one of two identical phrases into a proncun. See PRO FORM.

PRONOUNS AND ANTECEDENTS: see CONTEXT PROCESSING SKILLS.

PSYCHOLINGUISTICS: the study of the relations between communications (*messages and the language that carries the message*) and the cognitive or emotional status of the persons who communicate; in reading, psycholinguistics takes into account the characteristics of the English language and the characteristics of the child who is learning to read.

PSYCHOMETRICS: the branch of science involved with the development, appreciation, administration and interpretation of psychological tests.

PSYCHOMETRIST: an individual trained to administer, score, and interpret psychological tests.

PSYCHOMOTOR DOMAIN: see DOMAIN, PSYCHOMOTOR.

PUNCTUATION AND CAPITALIZATION: see CONTEXT PROCESSING SKILLS.

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QUALIFIER: a kind of function word, usually appearing immediately before an adjective, which indicates the degree to which the meaning of the adjective is applicable. In traditional grammar, qualifiers are classified as adverbs. Syn. INTENSIFIER. *Examples: very, quite, rather, pretty, less, most, least, etc.*

QUESTION METHOD: see MOTIVE QUESTION.

RANDOM SAMPLE: a sample in which each member of a population sampled has an equal chance of being selected in the sample. *Examples of methods used to select a random sample include: Table of Random Numbers, tossing of the dice, choosing every third name from a school roster.*

RANGE: a measure of diversity where the difference between the highest and lowest score is calculated. The range for the measurements 11, 12, 15, 18, and 20 is 9 *(20 minus 11)*.

RATE TO PURPOSE: adjusting the speed of reading to the type of material and the purpose for reading. Speed reading should not be taught until the other reading skills are well developed. Students should be taught to be flexible in their rate of reading. *For example:*

(1) *Intensive reading--slowest rate*
(2) *Recreational reading--faster rate*
(3) *Skimming and scanning--rapid rate in which not all of the words are read.*

The various content area materials require different reading rates, and students should know the purpose of their reading before hand in order to adjust their rates. See INTENSIVE READING; RECREATIONAL READING; SKIMMING; SCANNING.

RAW SCORE: the untreated test score obtained by an individual usually stated in terms of items answered correctly.

READABILITY: the quality *(often determined by such factors as vocabulary, sentence structure and length, and content)* of a reading material that makes it easy, interesting, and understandable to the reader for whom it is written.

READABILITY FORMULA: one of numerous formulas used in determining the difficulty of reading materials usually based on vocabulary, sentence length and other similar factors.

READINESS: see READING READINESS.

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READINESS TEST: see TEST, READINESS.

READING: a process which according to William S. Gray consists of four basic interrelated components: (1) word perception or pronunciation, (2) comprehension, (3) reaction to the content, (4) alteration of one's thoughts and actions as a result of assimilation of the material.

READING, CONTENT AREA: expository or informational reading in the areas of social studies, science, mathematics, etc. Although there are common skills to be developed in all content reading (*the ability to recognize technical vocabulary, use the parts of a book, organize data, recognize major facts and details, etc.*), there are also many skills peculiar to a particular content area that must be recognized by the teacher and developed in the students, such as: (1) in social studies, the ability to synthesize ideas, use chronological order, use reference sources, change the pace of reading, recognize cause and effect, critical reading, etc.; (2) in mathematics, the ability to read slowly and precisely, determine relevant information, change symbols to words, etc.; and (3) in science, the ability to classify, draw conclusions, follow directions, etc. Study skills should be taught in all of the content areas.

READING, CORRECTIVE: reading instruction conducted usually with a group of children rather than with each child, in a regular classroom situation, by a classroom teacher, who may or may not have special training as a reading specialist for pupils who have reading problems of the following nature: (1) deficiencies in experiential background, word recognition, and reading comprehension, and/or (2) deficiencies caused primarily by the previous and present teachers' failure to adjust instruction to the child's actual reading level rather than by the presence of neurological or psychological learning difficulties.

READING, CREATIVE: reading which occurs when the reader is able to make new and different associations between facts, inferences, and assumptions communicated by the authors.

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READING, CRITICAL: any reading which involves the use of literal comprehension and interpretation skills and the ability to apply relevant criteria such as validity, accuracy, quality, value, and worth, in evaluating what is read. *Examples of critical reading skills are detecting propaganda techniques and distinguishing fact from opinion.* See also COMPREHENSION, LITERAL; SKILLS, INTERPRETIVE.

READING, CURSORY: superficial or rapid reading in which one grasps only the general idea of the content, paying little attention to details.

READING, DEVELOPMENTAL: as a type of reading activity, the kind one engages in mainly for the purpose of learning and improving the basic reading skills of word recognition and comprehension. See also READING, FUNCTIONAL; READING, RECREATIONAL.

READING, DYADIC: oral reading in which two individuals alternate reading pages in a book. *For example, a parent or teacher reads one page and the child reads the next (or two children read to each other).*

READING, FREE: voluntary independent reading for pleasure or information not directly connected with assigned schoolwork. See also RECREATIONAL READING.

READING, FUNCTIONAL: a type of reading activity one engages in mainly for the purpose of getting information from the material. This purpose is sometimes referred to as "reading to learn." The materials are sometimes referred to as "study-type" or "work-type" information. See also READING, DEVELOPMENTAL; READING, RECREATIONAL.

READING, INTENSIVE: reading which requires careful study of details and rereading; reading in which rate is limited because time is spent memorizing, relating, paraphrasing and associating new information and concepts with past learning. Usually this type of reading development should be taught through content area materials.

READING, ORAL: the act of reading aloud to communicate a message.

READING, RECREATIONAL: a type of reading activity one engages in mainly for the purpose of being entertained with, enjoying, and appreciating the material read. See also READING, DEVELOPMENTAL; READING, FUNCTIONAL.

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READING, REMEDIAL: a highly individualized reading instruction conducted usually with each child rather than with groups of children, outside the regular classroom, usually in a reading clinic or in a special remedial reading class, by a highly trained reading teacher or clinician, for pupils who have reading problems of the following nature: (1) reading retardation which is accompanied by a basic neurological or psychological difficulty and (2) difficulty recognizing words and associating meaning with print.

READING ACHIEVEMENT: level of a student's demonstrated ability to perform on a test of reading comprehension and skill--usually estimated by performance on some criterion measure as formal or informal reading tests, by a standardized test or an informal reading inventory.

READING AGE: see AGE EQUIVALENT.

READING CLINIC: a center so equipped and staffed as to provide services dealing with the diagnosis and remediation of reading problems. Sometimes services relating to developmental reading are also provided.

READING CLINICIAN: a reading specialist who diagnoses and remediates the more complex and severe reading disability cases in a clinical situation.

READING CONSULTANT: a reading specialist who consults with teachers and administrators in a school in order to develop and implement the reading program proposed and directed by the reading supervisor.

READING COORDINATOR: see READING SUPERVISOR.

READING DIFFICULTY: a specific lack of skill which prevents effective reading; the degree of difficulty with which a selection is read considering vocabulary, sentence structure and length, figurative language, etc., in relation to the age, intelligence, and background of the reader.

READING DIRECTOR: see READING SUPERVISOR.

READING DISABILITY: inability to read at one's potential level, even after instruction, due to some physical, mental, or emotional cause.

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READING EXPECTANCY: the estimated level of successful performance in reading which most closely corresponds with the individual's mental age. This term is used interchangeably with reading capacity and reading potential. *An example of a reading expectancy formula is the Bond-Clymer Formula which is:* $RE = (\text{No. of years in school} \times \frac{IQ}{100}) + 1$ *where RE means reading expectancy. The reading expectancy of a child who is in the fifth month in the fourth grade with an IQ of 105 may be computed as follows:* $RE = (4.5 \times \frac{105}{100}) + 1 = 5.7$.

READING GRADE EQUIVALENT: see GRADE EQUIVALENT.

READING/LANGUAGE ARTS RESOURCE SPECIALIST: a person who (1) has professional preparation in reading/language arts, child development, educational psychology and teaching strategies; (2) has sufficient classroom experience and experience in teaching reading to be a knowledgeable and effective leader; (3) can establish rapport in order to work well with others; and (4) works directly with teachers, administrators, and other professionals in developing and implementing a total reading/language arts program.

READING LEVEL: one's level of achievement in reading usually described in terms of school grade levels such as first-grade level, second-grade level, etc.

READING PROFILE: a graphic representation of an individual's strengths and weaknesses in reading as shown by his scores on an analytical reading test.

READING READINESS: a term often used to refer to a child's preparedness to successfully undertake beginning reading instruction or a reading activity at any level of instruction. By the latter, reading readiness must be present in all reading activities from kindergarten through adult education needs.

READING RESEARCH QUARTERLY: a professional journal published four times a year by the International Reading Association; of interest to those who study and synthesize research in order to determine its application to the local school districts.

READING RETARDATION: a condition in which there is a marked negative difference (*discrepancy*) between one's actual reading level and his expected reading level. *For*

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example, using a reading expectancy formula (Bond-Clymer Formula: No. of years in school x $\frac{IQ}{100}$ + 1) a child who is in the fifth month in the fourth grade with an IQ of 105 would have an estimated reading level of 5.7. If the child's actual reading level obtained from a reading performance test is 4.4, then that child has a reading retardation of one year and three months.

READING SPECIALIST: to meet the specialization requirements for Florida certification in Reading, one must meet one of the following requirements: (1) Rank III certificate--a Bachelor's degree with twenty-one semester hours in reading specialization; (2) Rank II certificate--a Master's degree with a graduate major in reading or a Master's degree with twenty-seven semester hours in reading specialization; (3) Rank IA certificate--qualification for the Rank IA certificate with at least thirty-three semester hours in reading specialization. (4) Rank I certificate--a Doctor's degree with a doctoral major in reading or a Doctor's degree with thirty-three semester hours in reading specialization.

READING SUPERVISOR: a reading specialist who serves as the coordinator in planning, implementing, and directing the reading program for an entire school system. Syn. READING COORDINATOR; READING DIRECTOR.

READING TEACHER, THE: a professional journal published eight times a year by the International Reading Association; of special interest to elementary school educators.

READING VOCABULARY: see VOCABULARY, READING.

REAL AND UNREAL: see CONTEXT PROCESSING SKILLS.

REASONING: see FALLACIOUS REASONING.

REBUS: a representation of words or syllables by pictures interspersed with regular graphemes, which together form a message. *Example:*

"

jumping up and down!" called Mother.

Put on this .

We go to *on* *day.*

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RECODING: the process of converging information from one code into another without regard to meaning; in reading, the process of changing graphic information into oral information. See DECODING.

RECOGNITION SPAN: see SPAN, RECOGNITION.

RECREATIONAL READING: see READING, RECREATIONAL.

REFERENCE SKILLS: see STUDY SKILLS.

REFERENT: the object, act, situation, quality, idea or concept to which a word or symbol refers.

REGRESSION: the backward movement of the eyes from right-to-left along a line of print being read.

REGRESSION TO THE MEAN: a phenomenon in pretest-posttest or pretest-retest situations, where students who make low scores on the first administration of a test tend to make scores which are higher and therefore closer to the mean on the second administration of the test *(or alternative form of the test)*, while those who make initially high scores tend to make scores which are lower and therefore closer to the mean on the second administration. This movement of scores toward the mean has been termed the regression effect and occurs even without training. The initially highest and lowest scoring subjects are not necessarily the highest and lowest achievers, but achieved highest or lowest on that particular pretest situation. Failure to recognize this regression effect may lead teachers erroneously to attribute unwarranted gain to the lowest group and loss or small gain to the highest group.

RELEVANT AND IRRELEVANT: see CONTEXT PROCESSING SKILLS.

RELIABILITY: the consistency of scores obtained by the same individual when re-examined with the same test on different occasions or with different sets of equivalent items. A test's reliability may be determined by finding the coefficient between a test-retest situation or through a statistical technique known as split-half correlation in which one-half of the test is correlated

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with the other half of the test. In using a commercially published test, a teacher should check for high reliability, usually a correlation of .90 or higher.

RELIABILITY OF AUTHOR: see CONTEXT PROCESSING SKILLS.

REMEDIAL READING: see READING, REMEDIAL.

REORGANIZATIONAL SKILLS: those reading skills of classifying, sequencing, summarizing, and synthesizing on a literal or implied level.

1. CLASSIFYING: a reorganizational skill which requires the reader to group members according to their characteristics.
   Example: Robins, cranes and crows are all ____ (birds).

   Cars, boats, trains and planes are all _____(methods of transportation).

2. SEQUENCING: a reorganizational skill which requires the student to arrange ideas, events, etc., in a logical sequential order.
   Example: A teacher might have the student arrange the separate frames of a comic strip in order.

3. SUMMARIZING: a reorganizational skill, especially valuable in preparing reports and projects, which requires the student to condense the most important material.
   Example: A teacher might ask a student to read an article containing factual information and to develop an outline from it.

4. SYNTHESIZING: a reorganizational skill which requires the student to combine ideas to form a general concept.
   Example: A teacher might ask a student to write, in 25 words or less, why he likes school.

RETARDATION, READING: see READING RETARDATION.

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RETARDED READER: one who is performing below his reading capacity level. A retarded reader may become either a corrective reading problem or a remedial reading problem depending upon the cause(s) of retardation. See also RETARDATION, READING. Syn. DISABLED READER.

RETURN SWEEP: a right-to-left movement of the eyes in reading from the end of one line of print to the beginning of the next line.

REVERSAL: reading a word or phrase from right-to-left resulting in the mixing of the order of letters in words or words in phrases and in confusing one letter with another.

REVERSALS, KINETIC: reversals or transpositions resulting from confusion in the spatial arrangement of letters in words which have the same letters but in different sequences. *Examples: was - saw; split - spilt*

REVERSALS, STATIC: reversals resulting from confusion in the spatial orientation of letters which are similar in shape or form. *Examples: b, d; n, u; p, q*

RIGHT TO READ: a national effort, funded by the Department of Health, Education and Welfare, to eradicate illiteracy by 1980. The goal is that by 1980, 99 percent of the people sixteen years old and 90 percent of those over sixteen shall be functionally literate.

ROOT: the element of a word which remains after all affixes have been removed. Syn. BASE WORD. See STEM.

SACCADIC MOVEMENTS: the quick, jerky movements of the eyes in reading.

SCANNING: a fast method of covering reading content for the purpose of quickly locating specific information which may be a word, phrase, sentence, fact, or figure, within a reading selection. *For example, sweeping one's eyes over the reading material to look for a name of a book, or a date, or a name of a person, etc. Scanning is developed easier than skimming.* See SKIMMING.

SCHWA: an indistinct mid-central vowel sound in English usually occurring in unstressed syllables; the symbol, /ə/, used to represent the English mid-central vowel phoneme. *Examples: the vowel sound represented by the a's in the word America, the e in father, the i in April, the o in develop, and the u in luck.*

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SCOPE AND SEQUENCE: the range of material presented and the logical order of this material from level to level in a total curriculum; a plan by which information is introduced on one level and expanded in an ever-widening spiral as a student progresses from level to level. The material is not presented in a haphazard, unrelated manner. See also SEQUENTIAL DEVELOPMENT.

SCREENING TEST: see TEST, SCREENING.

SECONDARY ACCENT: see ACCENT.

SECONDARY STRESS: see ACCENT.

SEGMENTAL PHONEME: see PHONEME, SEGMENTAL.

SELF-CONTAINED CLASSROOM: a classroom which is composed of groups of children who remain in one location and are assigned to one teacher for an entire school day.

SELF-CONTRADICTION FALLACY: see FALLACIOUS REASONING.

SEMANTICS: the division of linguistics dealing with the meanings of words, that is their denotations (*literal*) and connotations (*implied*).

SEMIVOWEL: a vowel-like sound which does not function as a vowel in that it cannot occur by itself to form the nucleus of a syllable as do the true vowels in bit, bat, and but. It always occurs with a (*true*) vowel to form a nucleus of a syllable as in the nuclei of the words beat, bait, and bite, respectively. Semivowels also occur in consonantal positions as with the /y/ in yes and the /w/ in we. They are also referred to as glides. Linguists differ in their listings of semivowels. Some consider /r/, /w/, /y/, and /n/ as semivowels; some consider only the last three.

SENTENCE ANALYSIS: the process of using as cues to meaning the parts of a sentence such as: phrase markers, noun, phrases, terminal stress, embedding, etc.

SENTENCE METHOD: see METHOD, SENTENCE.

SEQUENCE: see CONTEXT PROCESSING SKILLS.

SEQUENCING: see REORGANIZATIONAL SKILLS.

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SEQUENTIAL DEVELOPMENT: a procedure for developing a lesson, skill, material, etc., in which one stage is built upon the previous stage; a step-by-step plan of development. *For example, in teaching compound words, the pupils are first taught the root words that comprise the compound words.* See also SCOPE AND SEQUENCE.

SERVICE WORDS: common high frequency words such as prepositions, conjunctions, articles, etc., which provide form and structure for the content words. See also FUNCTION WORD.

SHIFT IN WORD MEANING FALLACY: see FALLACIOUS REASONING.

SIBILANT: a hissing speech sound such as: /s/, /z/, /sh/, and /ch/.

SIGHT APPROACH: see METHOD, WORD.

SIGHT VOCABULARY: see VOCABULARY, SIGHT.

SIGHT WORDS: words taught to or learned by children as wholes in the first stages of learning to read; these words are usually learned without aid of any other word analysis technique.

SIGNAL WORDS: see CONTEXT PROCESSING SKILLS.

SIGNIFICANT DIFFERENCE: a difference that is so great that it cannot be attributed to chance factors, such as errors in random sampling.

SILENT READING TEST: see TEST, SILENT READING.

SIMILE: a figure of speech in which two basically different things are compared, usually employing the words "like," "as if" and "as ___ as." *Examples: Her hands were as cold as ice. Her eyes glowed like the hot embers.*

SKILL, MOTOR: see MOTOR SKILL.

SKILLS, CONNOTATIVE: those processing skills used to get the author's implied meaning. An appropriate question to ask for setting the purpose in connotative reading is, "What is the author really writing about?" See CONNOTATION.

SKILLS, CONTEXT PROCESSING: see CONTEXT PROCESSING SKILLS.

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SKILLS, DENOTATIVE: those processing skills used to get the author's literal meaning. An appropriate question to ask for setting the purpose in denotative reading is, "What is the author writing about?" See also COMPREHENSION, LITERAL; DENOTATION.

SKILLS, INTERPRETIVE: those skills involved in getting meanings not stated directly in the text, *for example: drawing inferences; making generalizations; reasoning cause and effect; speculating on what happened between events; anticipating what will happen next; detecting the significance of a statement, passage or selection; making comparisons; identifying the purpose of the writer and the motive of characters; associating personal experiences with reading content; forming sensory images; and experiencing emotional reactions.* See also COMPREHENSION, LITERAL; CRITICAL READING.

SKILLS, REORGANIZATIONAL: see REORGANIZATIONAL SKILLS.

SKILLS, STUDY: see STUDY SKILLS.

SKILLS, WORD PROCESSING: those skills which give meaning to a single word, through the analyzing of parts of words *(commonly called structural analysis)*, through the use of context clues and dictionary clues, through the study of vocabulary relationships *(synonyms, antonyms, etc.)*, and through the study of abbreviations, symbols, and acronyms.

SKIMMING: a fast method of covering reading content for the purpose of getting a general impression or meaning of it without attention to details. *For example, one glances through an article catching a few phrases or sentences which will give him an idea of what the article is about.* The development of skimming should be delayed until the mechanics of reading are well developed. See SCANNING.

SKINNY BOOK: a short and easy book, either a trade book or a single selection from a basal reader, used for the purpose of helping poor readers experience quick success and develop the habit of reading.

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SNELIEN CHART TEST: see TEST, SNELLEN CHART.

SOCIALLY MALAJUSTED: one who continuously exhibits behaviors that do not meet minimum social standards of conduct required in the regular schools and classrooms, defies school personnel, disrupts the school program, and is antagonistic to other students and to the purpose of the school.

SOUND-SYMBOL RELATIONSHIP: see PHONEME-GRAPHEME RELATIONSHIP.

SOUND TO SYMBOL ASSOCIATION OF LETTERS: one of the decoding skills which requires the learner to identify a letter in printing or writing, lowercase or uppercase, when presented orally; a prereading skill. *Example: "Listen to the letter I say, 'd'. Circle the letter 'd'."* p (d) t b

SPAN, ATTENTION: the length of time one can attend to or concentrate on something without distraction.

SPAN, EYE-VOICE: a term used in oral reading to denote the distance between the point reached by the eyes in a line and the point in the line at which the voice is enunciating the words. Normally, the eyes travel ahead of the voice in oral reading.

SPAN, PERCEPTION: what the eyes see during a fixation. See also RECOGNITION SPAN.

SPAN, RECOGNITION: what the eyes see and the brain interprets or recognizes during a fixation. See also PERCEPTION SPAN.

SPEAKING VOCABULARY: see VOCABULARY, SPEAKING.

SPECIFIC LEARNING DISABILITY: a disorder in one or more of the basic psychological processes involved in understanding or in using spoken and written language. These may be manifested in disorders of listening, thinking, reading, talking, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunciton, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, or to an environmental disadvantage.

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SQ3R METHOD: see METHOD, SQ3R.

STAFF DEVELOPMENT PROGRAM: a systematic, sequential approach to upgrading the competencies of all personnel responsible for the education of children. A staff development program is a long-range, carefully-planned and comprehensive effort based on the needs assessment.

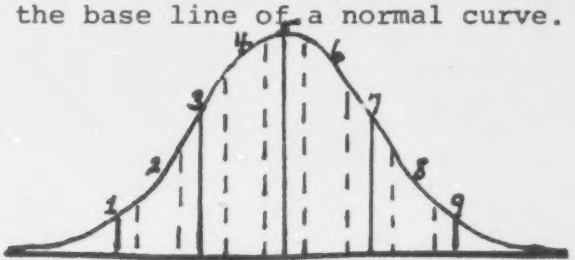
STANDARD DEVIATION: a measure of diversity that exists among scores. The standard deviation is calculated by taking the square root of the average of the summed squared deviations of scores from the mean. The more the scores cluster around the mean, the smaller the standard deviation. See MEAN.

STANDARD DIALECT: see DIALECT.

STANDARD ERROR OF MEASUREMENT: an expression used in measurement to describe the degree of reliability which estimates the variation in repeated individual test scores. The score an individual receives from a single administration of a test is referred to as his obtained score. Repeated measurement of the same individual on the same test would result in a number of scores. The average of all possible such testing scores would be referred to as his true score. The difference between the obtained score and the true score is the error of measurement and the standard deviation of these errors of measurement represents the standard error of measurement.

STANDARDIZED TEST: see TEST, STANDARDIZED.

STANINE: one of the steps in a nine-point scale which defines a range within which a score falls without attempting to determine the exact point. The stanine (*short for standard-nine*) has values from one to nine, with a mean of five, and a standard deviation of two. The nine stanines fit along the base line of a normal curve.



Each stanine is ½ standard deviation wide with the fifth stanine ¼ standard deviation on each side of the mean. Stanines 1, 2 and 3 are considered below average and stanines 7, 8 and 9 are above average.

STATIC REVERSALS: see REVERSALS, STATIC.

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STEM: any root word (*for example, friend*) or combination of a root word and an affix (*for example, disagree and friendship*) or combination of two root words (*for example, blackbird*) to which an affix can be added. *For example, to the stem friend, s can be added to form friends; to the stem disagree, ment can be added to form disagreement; to the word friendship, s can be added to form friendships; to the word blackbird, s can be added to form blackbirds.*

STEREOTYPING FALLACY: see FALLACIOUS REASONING.

STOP: a type of sound produced by the complete closure of air passages in the mouth as when an articulator (*e.g., the lower lip*) and a point of articulation (*e.g., the upper lip*) are firmly brought together. The English stops are /p/, /t/, /k/, /b/, /d/, and /g/.

STRESS: one of the suprasegmental phonemes of English; the intensity with which a sound or syllable is pronounced. A change of stress can result in a change of meaning as in sub' ject (*a department of knowledge*) and sub ject' (*to cause to undergo*).

STRESSED SYLLABLE: see ACCENT.

STRUCTURAL ANALYSIS: a process of arriving at the meaning or pronunciation of words by identifying their meaningful parts--roots, prefixes, suffixes, and inflectional endings; also called morphemic analysis.

STRUCTURAL LINGUISTICS: see LINGUISTICS, STRUCTURAL.

STUDY SKILLS: those skills necessary to locate specific information in factual materials. Study skills relevant to all content areas are special comprehension skills which require the gathering of information, reasoning and application, as well as the understanding of materials read. *Examples: map reading, graph interpretation, reference skills (identifying and using parts of books, card catalog, items in a dictionary, etc.)*

1. ALPHABETICAL ORDER: one of the study skills; a skill which requires the student to place letters in the beginning, middle, or end of the alphabet; to alphabetize by first, second, third, etc., letter; to alphabetize proper names, book titles and abbreviations. This skill is prerequisite to dictionary use.

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2. DIAGRAMS: one of the study skills which require the student to determine the purpose of a diagram (*a graphic design which illustrates a statement or elaborates on a demonstration*) and to identify and relate its parts.

3. DICTIONARY SKILLS: one of the study skills, which require the student to find a word in the dictionary (*use of alphabetical order, guide words, entry word, etc.*), to determine the pronunciation of a word (*use of the key accent, syllables, etc.*) and to select the correct meaning of the word in relation to the context (*use of the definition, sentence illustration, part of speech, inflected forms, etc.*).

4. GRAPH SKILLS: one of the study skills which require the reader to determine the purpose of graphs (*a series of lines, areas, or pictorial representations which depict numerical data*), to extract information directly, to compare relative amounts, to recognize summary statements, and to identify inferences from both circle graphs and line graphs.

5. LIBRARY SKILLS: one of the study skills; skills which require the ability to use the card catalog (*the three types of cards*), to understand the library arrangement by the Dewey Decimal System, and to know information is available in sources, such as: *Encyclopedia, Almanac, Dictionary, Atlas, Journal, Thesaurus, Card Catalog, Bibliographical Work, and Readers' Guide to Periodic Literature.*

6. MAP SKILLS: one of the study skills; skills which require the student to use map symbols, to use a scale, to determine the purpose of a map, to use directions (*N.W., etc.*), to locate specific points or features, to trace a route and to draw inferences from the map. Map skills which have no particular sequence, should be developed from elementary to secondary levels.

7. REFERENCE SKILLS: one of the study skills; skills which require the ability to use the parts of a book (*Table of Contents, Preface, Index, Title Page, Bibliography, Glossary, and Appendix.*)

8. TABLES: one of the study skills; skills which require the student to determine the purpose of a table (*a collection of data, grouped and classified for easy reference*), locate information, compare relative amounts, and identify summary statements and inferences.

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SUBJECTIVE TEST: see TEST, SUBJECTIVE.

SUBSTITUTION: (1) a method of deriving the pronunciation of whole groups of words from one known word by the replacement of a letter or group of letters, *for example, taking the m from mat and substituting p for pat.* (2) an error in oral reading such as can't for cat.

SUFFIXES, DERIVATIONAL: suffixes added to a stem after which other suffixes can still be added. *For example, in the word disagreement the suffix ment is a derivational suffix after which another suffix, the plural forming suffix s, can be added; affixes that change words from one part of speech to another (-or in sailor, -ly in quickly).*

SUFFIXES, INFLECTIONAL: suffixes used to form the plurals of nouns, the possessive forms of nouns, the past tense of verbs, the third person singular present indicative of verbs, the present participle of verbs, the comparison of adjectives, and the comparison of adverbs. Inflectional suffixes are always word-final; that is, when an inflectional suffix is added to a word no other suffix can be added after it; suffixes that do not change the part of speech of a word when they are added to the base (*boy's, larger*).

SUMMARIZING: see REORGANIZATIONAL SKILLS.

SUPERVISOR: see READING SUPERVISOR.

SUPPLEMENTARY MATERIALS: reading materials in addition to the main program, used for practicing and reinforcing skills being developed.

SUPRASEGMENTAL: a term which refers to the features of sound commonly called juncture, stress, and intonation which lend meaning over and above the regular segmental phonemes. See INTONATION; STRESS; JUNCTURE.

SUPRASEGMENTAL PHONEME: see SUPRASEGMENTAL.

SURFACE STRUCTURE: in transformational grammar, a term describing the observed representation of a sentence; a string of morphemes arranged in a specific linear order, constituting a sentence. *Example: Bill hit Joe, and Joe was hit by Bill, are examples of two surface*

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structures with one deep structure (underlying meaning). Contrast with DEEP STRUCTURE.

SURVEY TEST: see TEST, SURVEY.

SYLLABARY: a total list of graphemes, in a syllabic system of writing, each of which represents a syllable. The term syllabary is equivalent to the term alphabet in a language which uses the alphabetic system of writing.

SYLLABIC WRITING SYSTEM: a system of writing which uses a unique graphic symbol to represent each syllable of the language. Japanese katakana employs such a system. American English does not contain graphic characters that represent syllables. If we did have such a system, words would be written as: *essay* = SA; *before* = B4.

SYLLABLE: a unit of spoken language which may consist of a vowel sound alone (*idea* /ī dē' ə/), a syllabic consonant alone (*certain* /sə rt' ᵊn/), or a sequence of vowel(s) and/or consonant sound(s). Syllables in print often, but not always, correspond to the syllables in speech and are used as aids in the pronunciation of a word or in the hyphenation of a word at the end of a printed or written line.

SYLLABLE, ACCENTED: see ACCENTED SYLLABLE.

SYLLOGISM: a clear, logical scheme of deductive reasoning consisting of a major premise, a minor premise, and a conclusion which must be true if the major and minor premises are true. *For example:*

All men die. (major premise)
The president is a man. (minor premise)
Therefore the president will die. (conclusion)

SYMBOL-SOUND RELATIONSHIP: see GRAPHEME-PHONEME RELATIONSHIP.

SYMBOL TO SYMBOL ASSOCIATION OF LETTERS: one of the decoding skills which requires the learner to match letters of the alphabet presented visually in printed word writing, lowercase or uppercase; a prereading skill. *Example: Circle the letter that is the same as the one in the box.*

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SYMBOLS: a written letter, word, phrase, or sentence, that represents an idea or meaning intended by a writer; in math, a character, abbreviation, or mark which represents an idea, concept expression, quantity, or operation (+, =, { }).

SYMBOLS, LINGUISTIC: see LINGUISTIC SYMBOLS.

SYNTAX: a branch of grammar which deals with the description of the structure of sequences of morphemes or of word groups such as phrases and sentences.

SYNTHESIZING: see REORGANIZATIONAL SKILLS.

SYNTHETIC METHOD: see METHOD, SYNTHETIC:

TABLES: see STUDY SKILLS.

TACHISTOSCOPE: a device which permits the control of exposure time of visual material, usually reading material, generally for the purpose of improving rate of reading.

TACTILE APPROACH: see APPROACH, TACTILE.

TACTILE IMAGE: see IMAGERY.

TACTILE PERCEPTION: see KINESTHETIC OR TACTILE PERCEPTION.

TEAM TEACHING: a kind of instructional organization in which a team of two or more teachers, each possessing individual special skills, is given the joint responsibility of instructing a group of learners.

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TELEBINOCULAR: an optical instrument used to measure visual acuity, fusion, color perception, and stereopsis (*a fine degree of depth perception possible only when both eyes work together*); stereoscopic slides for determining the relative reading efficiency of the two eyes.

TEST, APTITUDE: a standardized test designed to estimate in terms of probabilities, an individual's future performance in a given activity, *for example, a music aptitude test.*

TEST, ATTITUDE: an individual or group test designed to measure mental and emotional set or patterns of likes and dislikes towards a specific area often related to personal adjustments and preferences.

TEST, AUDITORY: see AUDIOMETER.

TEST, COMPREHENSION: a test designed to determine an individual's ability to understand printed information.

TEST, DIAGNOSTIC: a test designed to measure achievement in a narrow subject field (*such as a detailed analysis of silent and oral reading problems*) to determine specific weaknesses and strengths of an individual so that he may have an individually prescribed program to meet his needs.

TEST, ESSAY: a subjective test on which a student is asked to write at specified length on a given topic, involving such processes as discussing, enumerating, contrasting, comparing, evaluating, analyzing, summarizing, or criticizing.

TEST, GENERAL EDUCATIONAL DEVELOPMENT (*GED*): a test used to appraise the educational achievement of adults who have not completed high school. If an adult achieves a satisfactory score, he may earn a high school equivalency certificate, qualify for admission to college or to more advanced educational and employment opportunities, or meet qualifications for admission to licensing examinations for certain occupations.

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TEST, INDIVIDUAL: a test designed to be administered to one individual at a time, especially when the test requires oral answers or detailed descriptions. *Examples include some tests which are used to measure decoding skills, oral-reading ability, psycholinguistic behavior, speech, and general intelligence.*

TEST, INTELLIGENCE: a group or individual standardized test designed to measure ability to learn, to solve problems involving abstractions, and to deal with new situations. The obtained raw score is converted to an intelligence quotient (IQ) or mental age (MA).

TEST, LISTENING COMPREHENSION: an oral test designed to measure memory and understanding of spoken utterances.

TEST, MASTERY: a test designed to measure knowledge and skills acquired after prescriptive exercises are completed. The mastery test usually has uniformly low item difficulty and liberal time limits.

TEST, NONVERBAL: a test designed to measure intelligence without the use of language by examiner or subject; also a test which requires little speech or language (*computational, following oral directions, understanding concepts*) is also referred to as a nonverbal test.

TEST, OBJECTIVE: a test that is scored by the use of a key, allowing little subjectivity, and so constructed that different scorers, working independently, will arrive at essentially the same score for a given performance. Item types include multiple-choice, matching, true-false.

TEST, ORAL READING: an individual test designed to assess the reader's ability to recognize and pronounce words in their natural context and to assess word recognition, word analysis, and reading habits; it may be a standardized or informal inventory-type of test.

TEST, PARAGRAPH-MEANING: a test designed to measure the ability to understand the idea contained in a paragraph.

TEST, PERSONALITY: a test designed to examine trait patterns of an individual so that an assessment of his character can be made.

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TEST, READINESS: a test of ability to determine readiness for any new learning experience; a test *(usually including measures of vocabulary development, auditory and visual discrimination and motor coordination)* to determine if a student has attained sufficient maturity to begin reading.

TEST, SCREENING: a test designed to identify from a group those individuals who fit into a specific category, such as those having physical problems which need attention and which could lead to learning difficulties. The audiometer may be used to identify those students with hearing defects. An intelligence test might be used to screen out those students with very high or very low intelligence. A screening test only differentiates extreme cases and is only an overview.

TEST, SILENT READING: a test in which the reader reads the material silently and responds to the test items by marking, checking or writing; often used as a group test to measure competency in comprehension, meaning vocabulary, or work study skills; may be standardized or criterion-referenced.

TEST, SNELLEN CHART: a vision screening device which uses a white chart with black letters of different sizes to be read by the subject at a distance of 20 feet. Each eye is tested separately. A score of 20/20, indicating a hundred percent visual acuity at far point, means that the person can see at 20 feet the same material anyone with normal vision can see at a distance of 20 feet. A score of 20/30 means that the person can see at 20 feet the same material anyone with normal vision can see at the distance of 30 feet. The Snellen test fails to detect other potential visual defects among which are astigmatism and farsightedness.

TEST, STANDARDIZED: a test which has been given to a large and representational sampling of the population and analyzed to establish reliability, validity, and norms, which then can be interpreted in a comparative manner if the specific directions for administration are followed. The scores obtained from a standardized reading test compare a student with others at his grade level, but do not indicate his specific reading skills weaknesses as does a criterion-based test. Syn. NORMATIVE TEST.

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TEST, SUBJECTIVE: a test which is scored on the basis of the scorer's personal judgment of the worth of an answer rather than from an objective scoring key, *for example, an essay test.*

TEST, SURVEY: a test of achievement usually measuring vocabulary and paragraph comprehension, although it may include measures of rate of comprehension, word-attack skills and study skills, designed to evaluate group status rather than to diagnose a student's specific reading skill deficits.

TEST, TELEBINOCULAR: see TELEBINOCULAR.

TEST, WORD RECOGNITION: a test designed to measure the reader's ability to perceive, decode and/or identify words.

TITLE I: a federal funding procedure using ESEA monies to meet the educational needs of deprived, delinquent and neglected children. In Florida these funds are used primarily in the area of reading.

TITLE II: a federal funding procedure using ESEA monies to provide school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools.

TITLE III: a federal funding procedure using ESEA monies to provide grants for supplementary education centers and services, to stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality and to stimulate and assist in the development of exemplary elementary and secondary school educational programs to serve as models for regular school programs.

TITLE IV: a federal funding procedure using ESEA monies to provide grants to universities and colleges and other public or private agencies, institutions and organizations and to individuals for research, surveys, and demonstrations in education and for the dissemination of educational research. No such grant may be made to an agency other than a nonprofit one. Right to Read is funded through Title IV.

TITLE V: a federally funded procedure using ESEA monies to improve state departments of education and local school districts comprehensive planning and evaluating of educational programs.

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TITLE VI: a federally funding procedure using ESEA monies to develop and train personnel and to support educational programs for handicapped and exceptional children.

TITLE VII: a federal funding procedure using ESEA monies to develop and operate programs for people who have limited English speaking ability.

TOPIC SENTENCE: the sentence in a selection which contains the central thought or the main idea.

TRADE BOOK: a book published for the general public, usually available from bookstores, bookdealers, or retailers. It is distinguished from textbooks, subscription books, or books of a technical nature.

TRADITIONAL ORTHOGRAPHY: see ORTHOGRAPHY, TRADITIONAL.

TRAINABLE MENTALLY RETARDED: one who is impaired in intellectual and adaptive behavior and whose rate of learning is approximately one-fourth to one-half that of a student of normal intelligence and whose developmental status reflects his rate of learning. The measured intelligence of a trainable mentally retarded student generally falls between the range of three to five standard deviations below the mean *(in most tests the mean intelligence is 100; standard deviation 15-16)* and the assessed adaptive behavior falls below age and cultural expectancies.

TRANSCRIPTION, PHONEMIC: a transcription usually enclosed in virgules, //, to symbolize phonemes. See also PHONETIC TRANSCRIPTION.

TRANSCRIPTION, PHONETIC: a written symbolization of speech which attempts to describe the sounds in the most precise manner by using one symbol for every single speech sound or phone as opposed to a phonemic transcription which uses one symbol for a class of similar sounds or phones. *For example, the sounds represented by the letter p in the words pill, spike, and top are three different phone types, namely, the aspirated* [pʿ], *the unaspirated* [p] , *and the unenclosed* [p-] . *Any one of these is a member of a class of similar sounds described phonemically as* /p/.

TRANSFORMATIONAL GRAMMAR: a grammar which views all sentences in a language as simple basic sentences *(kernels)* or as combinations of the basic sentences, generated and

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transformed by means of rules (*transformations*), to produce the infinite variety of English sentences. The grammar is concerned with relating the surface structure of a sentence to its deep structure. See DEEP STRUCTURE; SURFACE STRUCTURE.

TROPE: figure of speech; any one of the literary or rhetorical devices in which a word or group of words is used with a meaning different than its own literal meaning for the purpose of giving emphasis or vividness to an idea.

TRUE SCORE: a hypothetical average of test scores derived from an infinite number of repetitions of the same or equivalent tests administered to the same individual; a score entirely free from errors of measurement.

UNACCENTED SYLLABLE: see ACCENT.

UNIT APPROACH: see APPROACH, UNIT.

UNSTRESSED SYLLABLE: see ACCENT.

VALIDITY: the extent to which a test fulfills its purpose or use; the degree of accuracy with which a test measures what it is designed to measure.

VARIABLE: in research, some aspect of a social or scientific nature selected for study. Variables are usually expressed as dependent or independent where the dependent variable represents that which is under study whereas the independent variables represent those things affecting the dependent variable. *For example, a researcher could decide to study academic achievement (dependent variable) and select age, family size, race, income, etc. as these independent variables which might affect academic achievement.*

VARIANCE: a measure of variability of scores about the mean equal to the standard deviation squared. See STANDARD DEVIATION.

VELAR: refers to a consonant sound which is produced with the back of the tongue and the velum (*soft palate*) as the articulators. The English velars are /k/, /g/, and the sound represented by ng in sing.

VERNACULAR: the native language or dialect used by the people of a particular place, region or country.

VERTICAL IMBALANCE: a tendency for the muscles of the eye to pull the eye upward or downward. See FUSION DEFECT.

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VERTICAL INSTRUCTION: a method of providing additional teaching and practice at the same level or in the same material for the purpose of insuring student mastery. The slower the student or the less informed the student is in a certain area, the greater the need for vertical instruction.

VESTIGIAL LETTER: a letter that at one time had a sound value that is not applicable now, *for example, the* k *in* knee *and the* b *in* lamb.

VIRGULES: diagonal lines which encase phonemes to distinguish them from graphemes, *for example, the first sound in* city *is /s/ spelled* c.

VISUAL ACUITY: see ACUITY, VISUAL.

VISUAL CLOSURE: see CLOSURE.

VISUAL DISCRIMINATION: see DISCRIMINATION, VISUAL.

VISUAL IMAGE: see IMAGERY.

VOCABULARY, LISTENING: the total number of words understood by an individual when he hears them.

VOCABULARY, READING: the words one can identify and understand when he sees them in print or writing.

VOCABULARY, SIGHT: the words one can immediately recognize without having to rely on word analysis skills.

VOCABULARY, SPEAKING: the words one knows well enough that he can use them correctly in speech.

VOCABULARY, WRITING: the number of words a student is able to use effectively in his writing.

VOCABULARY DEVELOPMENT: the continual addition of learned word meanings to an individual's store of vocabulary words.

VOCALIZATION: the movement of the lips or vocal apparatus. Inward vocalization *(in silent reading)* is the act of "sounding" words mentally; outward vocalization *(in oral reading)* is the act of sounding words aloud.

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VOICED SPEECH SOUND: a speech sound in which the vocal cords vibrate during the production of the sound, e.g. the first two sounds (*phonemes*) in bat and this.

VOICELESS SPEECH SOUND: a consonant sound made by the obstruction of the breath without the vibration of the vocal cords; e.g., the first sounds (*phonemes*) in thin, pan, far, while, cone.

VOWEL: a classification of speech sounds which is characterized by the openness of the breath channel when the sound is uttered. Vowel sounds are represented by the graphemes, a, e, i, o, u; any pattern which groups these five graphemes to represent a vowel phoneme; or any pattern which uses y or w in combination with one of these five graphemes to represent a vowel phoneme.

WHOLE WORD METHOD: see METHOD, WORD.

WORD: a spoken or written symbol of the smallest unit of speech that has independent meaning. See MORPHEME; FREE MORPHEME.

WORD, COMPOUND: see COMPOUND WORD.

WORD, ENTRY: see ENTRY WORD.

WORD, FAMILY: a group of words that has similar phonemic elements (*cat, bat, sat*); a group of words having a common root (*phonics, phoneme, telephone, homophone, phonology, phonation.*)

WORD, FUNCTION: see FUNCTION WORD.

WORD ANALYSIS: any method by which a word can be divided into known elements (*visual or phonetic*) and its pronunciation worked out (*concept clues, structural analysis, phonics, dictionary clues, etc.*); the analysis of the likenesses and differences among words, as to form and meaning.

WORD ASSOCIATION: a technique used in psychological testing in which a student is asked to give a verbal response to a list of stimulus words so that the examiner can determine which words are emotionally disturbing to him.

WORD BLINDNESS: see ALEXIA.

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WORD CALLER: a reader who pronounces words individually without grouping them in meaningful phrases; a student who can call all the words of a selection but cannot recall any ideas when finished. Word calling may be a result of teaching that overemphasizes decoding, pronunciation and isolated word drill.

WORD FREQUENCY STUDY: an examination of a text to determine which words occur and their frequency of occurrence. Such an examination would aid a teacher in knowing which words should be taught.

WORD METHOD: see METHOD, WORD.

WORD PROCESSING SKILLS: see SKILLS, WORD PROCESSING.

WORD RECOGNITION: the process of identifying the pronunciation and meaning of words. Word recognition skills include phonics skills, structural analysis skills, context skills, and dictionary skills.

WORD RECOGNITION SKILLS: see WORD PROCESSING SKILLS.

WORD RECOGNITION TEST: see TEST, WORD RECOGNITION.

WORDS IN COLOR: an approach to initial reading which uses colors to represent the sounds in English. In this system, each phoneme or each of the vowel and consonant sounds in English is represented by a bar of color. The initial instruction consists of the pupil's responding with the appropriate sound when a color is presented. As soon as he is able to respond rapidly to the colors and blend into complete word sounds, the transfer is made to the letter symbols.

WORKBOOK, READING: a practice book, accompanying a basal reader or part of an independent series, designed to provide additional reinforcement toward mastery of the reading skills, concepts, or content; may be in the form of programmed material.

WORK STUDY SKILLS: see STUDY SKILLS.

WRITING, MIRROR: handwriting produced by writing from right-to-left which becomes legible when read from the reflection of a mirror.

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WRITING VOCABULARY: see VOCABULARY, WRITING.

WRITTEN RECALL: the process by which a student writes all he can remember about a selection after he has read it one or more times (*unaided recall*); may also occur on a subjective or objective type test (*aided recall*).